

## DOCUMENT RESUME

ED 397 695

FL 801 120

TITLE The REEP Curriculum. A Learner-Centered ESL Curriculum for Adults. Third Edition.

INSTITUTION Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.

SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE 94

CONTRACT V223A20022

NOTE 650p.; For Revised Edition (1985) Volumes I and II, see ED 312 908-909.

AVAILABLE FROM ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University--Center for Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090; Virginia Adult Education and Literacy Resource Center, Virginia Commonwealth University, Room 4080 Oliver Hall, 1015 W. Main Street, Richmond, VA 23284-2020; U.S. Dept. of Education, Div. of Adult Education and Literacy Clearinghouse, 400 Maryland Avenue, S.W., Washington, DC 20202-7240.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF03/PC26 Plus Postage.

DESCRIPTORS Adult Education; Bibliographies; Community Colleges; Competency Based Education; Cultural Awareness; \*Curriculum Guides; \*English (Second Language); Evaluation Methods; Grammar; Instructional Materials; Language Skills; Lesson Plans; \*Literacy Education; Needs Assessment; Second Language Instruction; \*Student Centered Curriculum; Student Evaluation; Units of Study; Vocational Education; Whole Language Approach

## ABSTRACT

This curriculum is an extensive revision and expansion of a previous competency-based survival English-as-a-Second-Language (ESL) curriculum designed to bring ESL learners to a level of proficiency that would enable them to adapt to most everyday situations, even if not specifically trained for each situation. This curriculum maintains a competency-based approach, integrating it into a functional-context framework based on learner input and comprising a whole language view of language and literacy development. It consists of 8 levels of instruction along a continuum from basic literacy to preparation for vocational and/or academic training. It can be used as a stand alone system of instruction or can link basic ESL offerings to vocational programs and community college level ESL. Each level consists of an entry description across the four language skills (speaking, listening, reading, and writing), 9-12 instructional units each organized in a matrix consisting of objectives, language functions, resources, and ideas for integrating the language skills. Comprehensive information is provided on the organization and use of the curriculum, including how to do course planning, unit planning and lesson planning and how to integrate and document learner evaluation. An extensive appendix includes indices of objectives, functions, and grammatical structures, suggestions for teaching grammar and integrating cross-cultural information, sample lesson plans, tools for evaluating learner progress, and bibliographies of professional materials and classroom materials. (CVD)

# THE REEP CURRICULUM

Third Edition

## A LEARNER-CENTERED ESL CURRICULUM FOR ADULTS

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**PROJECT DIRECTOR:** Inaam Mansoor  
**PROJECT COORDINATOR:** Suzanne Grant

### CURRICULUM DEVELOPMENT TEAM:

Susan Huss-Lederman  
Sharon McKay  
Donna Moss  
Susan Otero

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**Competency-Based Teacher Education Workshops in CBE/ESL** (1984) by Deborah L. Schaffer and Carol H. Van Duzer. Arlington, VA: Arlington Public Schools.

**Discovering and Responding to Learner Needs: A Teacher Training Module** (1993) by Suzanne Grant and Cathy Shank. Arlington, VA: Arlington Public Schools.

**Learner Evaluation: A Teacher Training Module** (1992) by Cathy Shank. Arlington, VA: Arlington Public Schools.

**The REEP Curriculum: Competency-Based ESL for Adults** (1985) by Timothy Riney and Margaret Seufert-Bosco. Arlington, VA: Arlington Public Schools.

The curriculum development team would like to thank the following REEP staff and their students for their invaluable contributions at all phases of curriculum development and implementation:

Dorothy Almanza, Celia Wiehe Amade, Betsy Bailey, Phillip Cackley, Angelica Felix, Cheryl Linn Grenuik, Alicia Giuliani Guajardo, Susan Huss-Lederman, Molly Kirby, Christine LeCloux, Betty Lynch, Tom Marston, Patricia McAleavy, Kathleen Reich, Viriyane Richardson, Stan Rothouse, Abby Salmon, Deborah Schaffer, Cathy Shank, Kate Singleton, Jennifer Slater, Lynda Terrill, Pat Thurston, and Carol Van Duzer.

We would also like to thank Evelin Rodriguez, Thu-Thuy Nguyen, and Ximena Rada for their invaluable assistance in formatting and typing the document.



Produced by the Arlington Education and Employment Program (REEP) project under funding from the United States Department of Education, Office of Adult Education. Grant # V223A20022.

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**Eric Clearinghouse on Adult, Career, and Vocational Education**

Ohio State University - Center on Education and Training for Employment  
1900 Kenny Road  
Columbus, Ohio 43210-1090

**Tel:** (800) 443-3742

**Fax:** (703) 440-1408

**Virginia Adult Education and Literacy Resource Center**

Virginia Commonwealth University  
Room 4080 Oliver Hall  
1015 W. Main Street  
Richmond, VA 23284-2020

**Tel:** (804) 828-6521

**U.S. Department of Education**

Division of Adult Education and Literacy Clearinghouse  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-7240

**Fax:** (202) 205-8973

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# INTRODUCTION

## BACKGROUND

The Arlington Education and Employment Program (REEP) is a special project within the Department of Vocational, Career, and Adult Education in the Arlington Public Schools. The project is supported by federal, state, and local grants and contracts. REEP's mission is to provide for the education and employment related needs of limited English Speaking Adults who live and work in Arlington, Virginia. This mission is accomplished through the following educational components:

- \* *Intensive ESL:* 8 levels of instruction offered mornings and evenings in 12 week cycles at multiple locations
- \* *Adult Learning Center:* multi-media instructional facility offering individualized, self-paced instruction with computers and other language learning technology
- \* *Workplace Literacy:* on-site classes at 5 industries: hotels/motels, hospitals, nursing homes, convenience stores, and apartment management firms
- \* *Extension ESL:* non-intensive, beginning level classes taught by volunteers at apartment complexes and community centers.

In 1992, the REEP Program was one of only three programs funded by The U.S. Department of Education under the National English Literacy Transition Grant Program.<sup>1</sup> The purpose of the grant was to create a seamless system of instruction between and among ESL providers to transition learners along the continuum of learning from basic literacy instruction to preparation for vocational or academic training. The REEP Curriculum (3rd edition) developed under this project is designed to facilitate that system. The REEP Curriculum (3rd edition) is a comprehensive instructional system developed for programs teaching ESL to adult immigrants and refugees. It provides instructional direction to teachers of learners in need of basic survival and social language. In addition, this curriculum includes a more advanced level that enables transitioning to academic or vocational training upon completion of the basic program. This curriculum can be used as a stand alone system of instruction by individual programs offering ESL instruction at these levels, or it can be the keystone that can link basic ESL providers to vocational programs and community college level ESL.

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<sup>1</sup> The three English Literacy Transition grantees were: Arlington Education and Employment Program (REEP), El Paso Community College, and the Massachusetts Department of Education. For more information about these projects, contact: US Department of Education, Division of Adult Education and Literacy Clearinghouse, 800 Maryland Avenue, S.W., Washington, D.C. 20202-7240, Fax: (202) 205-8973.



The REEP Curriculum (3rd edition) is an extensive revision and expansion of the REEP Curriculum, Revised Edition (1985) <sup>2</sup> that was developed under The National Mainstream English Language Training Project funded by the Office of Refugee Resettlement. The original REEP curriculum was a competency-based survival ESL curriculum designed to bring ESL learners to "threshold level" proficiency. The "threshold level" was based on the work on the Council of Europe's Modern Language Project which identified the threshold level as that level which enables learners to adapt to most everyday situations, even if not specifically trained for each situation. <sup>3</sup>

The REEP Curriculum (3rd edition) maintains a competency-based approach and provides materials for learning the basic language functions needed for threshold level English. In addition, the REEP Curriculum (3rd edition) has been updated to formally integrate the latest adult learning theory and best practices in second language teaching while providing flexibility in classroom delivery to accommodate the multi-faceted nature of the second language learning process.

There are three building blocks central to the foundation of this curriculum: **Meaning-based instruction, adult learner input, and whole language theory.** The first building block, **Meaning-based instruction, (also referred to in the literature as functional context)** has been found to be an effective framework for language learning because adult learners learn best when content is meaningful to their lives. Hence this curriculum uses a competency-based approach to language teaching which provides the **lifeskills content** in which language practice and application takes place. The second curriculum building block is the need for **adult learner input** into the instruction that he/she receives. This curriculum is designed to give learners a voice, hence needs assessment has become an integral part of the curriculum at all levels. The third building block is a **whole language approach** to language and literacy which stresses that the four language skills: speaking, listening, reading, and writing are mutually supportive and should be integrated during instruction.

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<sup>2</sup> For a list of curricula developed at REEP, see Resource Appendices.

<sup>3</sup> Van Ek, J., Threshold Level English in a European Unit/Credit System for Modern Language Learning by Adults, prepared by The Council of Europe, Pergamon Press, Oxford, 1980.

## ORGANIZATION OF THE CURRICULUM

In order to use the REEP Curriculum effectively, the user must understand the three essential features of the REEP Curriculum implementation process which are described in detail in this section and in the Using the Curriculum Section. These essential features are:

### **1. Curriculum organization:**

This section provides an overview of the organization and content of the 8 instructional levels in the REEP Curriculum.

### **2. Learner Needs Assessment:**

This component provides guidance on procedures for planning courses, units, and lessons based on information collected from learners through needs assessment. It assists the teacher in integrating needs assessment data with the curriculum unit format. The lesson planning section is especially useful in providing suggested lesson planning procedures as well as describing the stages of an effective lesson plan.

### **3. Learner Evaluation:**

This component describes the essential role of integrating learner evaluation into the instructional process. It enables the teacher to interpret the entry level descriptions and other initial placement criteria such as literacy level, test scores, previous educational background, and age. This component also provides information to the teacher on how to evaluate and document progress throughout the level. Specific methodology is provided related to using the performance objectives to evaluate oral and written lifeskills objectives as well as developmental reading and writing objectives. Finally, information is provided on how to make a final determination as to whether the learner has successfully completed the course.

## CURRICULUM ORGANIZATION

The REEP Curriculum (3rd edition) consists of 8 proficiency levels ranging from low beginning to advanced. (See entry level descriptions beginning on page 23). While each level is designed for 120 to 180 hours of instruction, the needs assessment component provides the flexibility needed to customize curricula for more intensive or less intensive instruction.

### *Beginning and Intermediate Levels*

The beginning through intermediate levels (100-450) consist of a competency-based framework along with integration of language skill development, including reading and writing. While the competency-based framework is built on the lifeskills needed by an individual to function in the world outside the classroom, teaching and learning focus on the linguistic and communication skills needed to master those lifeskills. Each level consists of nine to twelve instructional units or topics. See Index of Units on page 5.

Each instructional unit requires an average of 20 hours of instruction, depending on unit needs assessment. During the twelve week cycle at REEP, teachers are not expected to cover all of the units. Through the "Getting Started" unit, teachers and students prioritize coverage for a given cycle. Classes typically cover 5-7 units over 120 - 180 hours of instruction.

See page 7 for an overview of unit organization and contents for levels 100-450.

### *Advanced Level and Individualized Study*

The advanced level (550) and the individualized study program <sup>4</sup> are designed as a bridge between the functional, lifeskills oriented levels offered in levels 100-450 and the types of educational institutions that our learners may transition to upon completion of the REEP program, i.e. intensive academic or vocational training programs. For this reason, level 550 and the individualized study program differ from the other levels in their approach. The curricula focus more on the process of skill development in order to better prepare learners for transition. These components are organized by language and academic skill areas rather than by survival topic areas.

The 550 level consists of 8 instructional units, and the individualized study program consists of 5 instructional units. See Level 550 and Transition ESL for Individualized Study for an overview of unit organization and contents.

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<sup>4</sup> See Transition ESL Curriculum for Individualized Study.

| INDEX OF UNITS                                   |            |            |            |            |            |            |            |            |    |
|--------------------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|----|
| TOPIC UNITS                                      | 100        | 150        | 200        | 250        | 300        | 350        | 450        | 550        | IS |
| Getting Started/Future Planning                  | X          | X          | X          | X          | X          | X          | X          | X          |    |
| Building Vocabulary                              |            |            |            |            |            |            |            |            | X  |
| Civics/Government                                |            |            |            |            | X          | X          | X          |            |    |
| (Classroom)/Housing                              | X          | X          | X          | X          |            |            |            |            |    |
| Community Services                               |            |            | X          | X          |            |            |            |            |    |
| Consumerism                                      | X          | X          | X          | X          | X          | X          | X          |            |    |
| Essay Writing                                    |            |            |            |            |            |            |            | X          | X  |
| Health                                           | X          | X          | X          | X          | X          | X          | X          |            |    |
| Holidays/Special Occasions                       | X          | X          | X          | X          | X          | X          | X          |            |    |
| Legal Issues                                     |            |            |            |            | X          | X          | X          |            |    |
| Media                                            |            |            |            |            |            | X          | X          |            |    |
| Money/Banking                                    | X          | X          | X          | X          |            |            |            |            |    |
| Notetaking Strategies                            |            |            |            |            |            |            |            | X          | X  |
| Oral Presentations                               |            |            |            |            |            |            |            | X          |    |
| Reading Development/Strategies                   |            |            |            |            | X          |            |            | X          | X  |
| Reference Materials                              |            |            |            |            |            |            |            | X          | X  |
| Study Skills/Learning Strategies                 |            |            |            |            |            |            |            | X          |    |
| Telephone/Communication                          |            | X          | X          | X          | X          | X          |            |            |    |
| Test Taking Strategies                           |            |            |            |            |            |            |            | X          |    |
| Time/Weather                                     | X          | X          |            |            |            |            |            |            |    |
| Transportation                                   | X          | X          | X          | X          | X          | X          | X          |            |    |
| US History                                       |            |            |            |            | X          | X          | X          |            |    |
| Working in the US<br>Finding a Job<br>On the Job | X          | X          | X          | X          | X          | X          | X          |            |    |
| <b>INTEGRATION UNITS AND INDICES</b>             | <b>100</b> | <b>150</b> | <b>200</b> | <b>250</b> | <b>300</b> | <b>350</b> | <b>450</b> | <b>550</b> |    |
| Functions                                        | X          | X          | X          | X          | X          | X          | X          |            |    |
| Performance Objectives and Competencies          | X          | X          | X          | X          | X          | X          | X          |            |    |
| Reading Development                              | X          | X          | X          | X          | X          | X          | X          |            |    |
| Structures                                       | X          | X          | X          | X          | X          | X          | X          | X          |    |
| Writing Development                              | X          | X          | X          | X          | X          | X          | X          |            |    |

IS= Individualized Study. Getting Started should be the first unit covered at levels 100-450. Future Planning should be the first unit covered in 550.



# UNIT TITLE: LEVEL 100-450

**NEEDS ASSESSMENT:** This provides information about course needs assessment in the Getting Started unit at each level and unit needs assessment information for each unit.

**DEVELOPMENTAL READING:** This refers teachers to the developmental integration unit for level objectives and provides suggested reading resources for a particular unit/topic.

**DEVELOPMENTAL WRITING:** This refers teachers to the developmental integration unit for level objectives and provides suggested writing resources for a particular unit/topic.

| PERFORMANCE OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INTEGRATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This column contains the lifeskill speaking, listening, reading, and writing objectives for a particular unit.</p> <p><b>Students are evaluated on their ability to perform the objectives using the language functions and language outlined in the functions/sample language column. Student performance is documented on the progress reports.</b></p> <p>During pre-unit needs assessment, the learner and teacher chose the unit objectives to be covered based on student need and interest. When classes identify objectives not specified in the unit, the objectives should be added to the progress report and evaluated.</p> <p>See Instructional Supplements Section for an overview of performance objectives by level.</p> | <p>This column provides examples of functions that learners will need to be able to use in order to accomplish the objective. Functions are units of communication that identify the outcome or purpose of an utterance in a topic area (eg. transportation: ask for directions).</p> <p>Examples of level appropriate language needed to perform the objective are provided as well.</p> <p>Unless otherwise specified, the language is intended for oral or written production, depending on the objective.</p> <p>In some cases, the language is receptive. Students are expected to demonstrate comprehension but not to respond orally or in writing. These exceptions are noted as they occur.</p> <p>See Instructional Supplements Section for an overview of functions by level. See individual levels for an overview of functions by topic unit.</p> | <p>The resource column provides suggestions for resources for each objective. These resources include the language and vocabulary to be taught and practiced for achievement of the objectives. Some resources relate directly to the objective; others relate more generally to the topic.</p> <p>These are <u>suggested</u> resources. Teachers should select materials based on the need and abilities of their particular students. It is not intended that all of the suggested resources be used for each objective.</p> <p>A list of all suggested resources for a particular level is located at the beginning of each level. This list includes the resources provided in this column as well as suggested resources for structures, reading and writing development, and as computer-assisted and audiovisual resources.</p> | <p>When planning lessons, teachers should refer to this column for integration of related units and objectives, structures, and cross-cultural points.</p> <p><u>Related units and objectives:</u> objectives from units not covered may be relevant to the topic and to the students' needs. For example, the "Work" objective "call in to supervisor stating reason for absence" can be integrated with the "Health" objective "describing illnesses".</p> <p><u>Structures</u> needed to achieve the lifeskill objective. See Structure Index and Resources at the end of each level.</p> <p><u>Cross-culture:</u> Suggestions for integrating cultural discussion points into the coverage of objectives. See "Approach to Cross-Cultural Issues" in the Instructional Supplements section.</p> <p><u>Enabling Skills (100):</u> See 100 enabling skills integration unit.</p> |

**CAVAV RESOURCES:** Suggested computer-assisted and audiovisual resources for a particular topic. See Guide to Integrating Computers into Language Instruction in the Instructional Supplements Section.



# USING THE CURRICULUM

## LEARNER NEEDS ASSESSMENT

This section discusses how needs assessment is used in the curriculum to facilitate three different levels of planning: **course planning, unit planning and lesson planning**. See Learner Needs Assessment Appendices for background reading on needs assessment, a needs assessment tools chart, and sample needs assessment activities.

### Planning A Course: Initial Assessment Activities

Each level in this curriculum contains more units than could reasonably be covered during one cycle of instruction. Through needs assessment, teachers and students decide together which units will be covered. Needs assessment is a component of the first unit at each level. Initial needs assessment assists the teacher in selecting, prioritizing, and adapting materials and curricula. The purposes of this needs assessment component are to:

- \* assess students' language learning goals, interests, and needs, and
- \* select the units to cover based on the students' goals, interests, and needs.

### Planning A Unit: Pre-Topic Needs Assessment

Needs Assessment is also conducted prior to beginning each unit (**pre-topic**) to help the teacher select performance objectives and language requirements for the unit. The purposes of this needs assessment are to:

- \* determine what students already know, i.e. what background information learners bring to the topic
- \* assist learners in clarifying their interests and needs with respect to a particular topic, and
- \* determine learners' ability to use language required for the topic.

The Pre-topic Needs Assessment chart on the next page outlines the pre-topic assessment objectives by level, the functions and sample language that learners will need to use in order to be able to achieve the assessment objective, and activities suggested for each level.

## PRE-TOPIC NEEDS ASSESSMENT

| OBJECTIVES                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                    | SUGGESTED ACTIVITIES                                                                                                         |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 100: Students demonstrate what they already know about the topic.  | Identify objects:<br>It's (a dress, car)<br>Report information:<br>It's (\$2.50, raining)                                                                                        | Brainstorming, TPR, pictorial questionnaire, match words with pictures.                                                      |
| 150: Students demonstrate what they already know about the topic.  | Report information:<br>She's (wearing a dress)<br>I have (a cold, an appointment)                                                                                                | Brainstorming, TPR, pictorial questionnaire, information grid.                                                               |
| 200: Students determine what they need/want to study in the topic. | Express needs:<br>I (don't) need English (at the mall).                                                                                                                          | Pictorial questionnaire, mind map on where learners need the language.                                                       |
| 250: Students determine what they want/need to study in the topic. | Express needs and wants:<br>I (don't) want to study (ads).                                                                                                                       | Brainstorm, written questionnaire, mind map, information grid, vote with your feet.                                          |
| 300: Students choose and prioritize objectives.                    | Express needs and wants:<br>I need to read (tickets).<br>Express preferences:<br>I'd like fill out (a credit card application).<br>Report information:<br>I can do this already. | Learner-generated questionnaire, information grids, brainstorm, mind map.                                                    |
| 350: Students choose and prioritize objectives.                    | Express needs and wants:<br>I want to practice (describing people).<br>Express preferences:<br>I'd rather write (a letter of complaint).                                         | Brainstorm, discussion, written questionnaire, learner-generated questionnaire, information grid, mind map.                  |
| 450: Students choose objectives and identify relevant contexts.    | Express need and wants:<br>I really need to know about (resumes).<br>Express preferences:<br>I prefer to (complete applications).                                                | Brainstorm, discussion, written questionnaire, progress report, or survey on topic or functions, information grid, mind map. |
| 550: See individual units.                                         |                                                                                                                                                                                  |                                                                                                                              |

## **Planning A Lesson:**

### ***Suggested Lesson Planning Procedures***

- (1) Consider how performance objectives are related and how they might be combined. Also consider which objectives from other units would be appropriate to cover (See integration column for suggestions). Select the performance objective(s) around which you will organize the lesson.
- (2) Select the language functions, structures, and vocabulary which will be the focus for the practice, performance, and evaluation of the use of language in performing the objective(s).
- (3) Consult the resource column for texts related to the objective as well as the CAI/AV and structural resources. Also consult the appendices for activities appropriate for the task(s).
- (4) Consider the particular needs of your students and select developmental reading and writing resources and activities, pronunciation points, and cross-cultural questions which should be addressed.
- (5) Determine the evaluation activity that you will use to evaluate learner mastery of the objective and the language needed to achieve the objective. See Learner Evaluation in the next section for evaluation using this curriculum and the Learner Evaluation Appendices for suggested evaluation tools.
- (6) Integrate these selections into a lesson plan. We recommend the following model.

### ***Stages of a Lesson***

The chart on the following page presents the recommended stages of a lesson. Depending on the objective, the practice, application, and evaluation stages may spread over several class periods. However, each class period should begin with warm-up and review activities to (re)focus attention on the lesson objective and to provide reinforcement of previous instruction. This is a particularly essential step in classes where attendance is irregular.

### Stages of a Lesson<sup>5</sup>:

Warm-up/review: Enables learners to use previously taught language.

Introduction to the new lesson: Focuses learners' attention on the lesson, establishes the objective of the lesson, and relates the lesson to the learners' lives and previous learning.

Presentation: Introduces new information, checks comprehension, and models what learners need to do with the language and the tasks during the practice stage.

Practice: Provides practice of the new language, information, and material.

Application: Enables learners to apply language and information in a new situation and to their own lives.

Evaluation: Enables instructor to assess individual achievement of the lesson objective. See Learner Evaluation Section and Appendices for more guidance.

### Reassessment <sup>6</sup>

Needs Assessment should be done routinely (**on-going**) in order to insure that learner needs and goals are being met and to assist the teacher in planning effective lessons that are relevant to the learners' needs. Needs Assessment should also be conducted midway in the course (**mid-course**) in order to allow the teacher and students to assess coverage to date and reassess priorities for the second half of the cycle. **Final** needs assessment should occur at the end of a course to take account of accomplishments and to help learners make decisions about educational goals for the future.

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<sup>5</sup> Adapted from Lesson Planning, a teacher training module developed by the ESL Teacher Institute, Burlingame, CA. See Appendices for a sample lesson plan.

<sup>6</sup> For recommended activities, see the Needs Assessment Section in the Appendices.

## LEARNER EVALUATION <sup>7</sup>

Evaluation is essential to the instructional process. It assures teachers and learners as well as administrators and program monitors that necessary lifeskills and language skills have been identified, practiced, and mastered. Through evaluation, we certify that our students have mastered the language and lifeskills for the level. Evaluation provides a means of charting learner progress within a level and readiness for promotion and provides learners with feedback on their progress. When learners see their inventory of skills grow, their confidence and motivation increase as well. Evaluation data allows teachers to determine the effectiveness of their instruction and to make adjustments to ensure that the needs of students are met.

*Crucial to all stages of the evaluation process are the entry level descriptions which describe the speaking, listening, reading, and writing skills that a learners needs in order to succeed in a given level. The entry level descriptions organized by level can be found preceding the instructional units for each level. A complete listing of entry level descriptions organized by skill area is located at the end of this section.*

### Initial Placement into the Curriculum

At REEP, new students are tested to determine placement into one of the eight levels in the curriculum. To assess oral competency, the short form of the BEST<sup>8</sup> (Basic English Skills Test) is administered. To assess reading and writing competency, a written test developed in-house is administered. In addition to the scores on these two tests, the following criteria are also considered in placement: education level, age, time in the US, and previous study at REEP and/or other English programs.

Upon initial placement into the curriculum, a student with six or fewer of years of education and weak written skills is more likely to place into an "00" level. A student with more education and stronger written skills is likely to place into a "50" level.

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<sup>7</sup> See Learner Evaluation Appendices for suggested activities.

<sup>8</sup> Developed by the Center for Applied Linguistics.



## Progress through the Curriculum

The number of cycles that a student needs to complete the program depends on the initial placement level as well as the student's education level and literacy skills. A student who tests into a "50" level will be more likely to progress from one "50" level to the next throughout the program. A student who tests into an "00" level may progress through all the levels offered, except 550. An "00" level student generally does not take the more academically oriented 550 level.

This leveling system allows students to move through the program at their own pace without having to repeat the same material since there are more distinct levels with different instructional material.

The following chart depicts how a beginning level learner typically moves through the levels, based on their initial educational level and literacy skills.

| Low education level and/or weak literacy skills |     | High education level and/or strong literacy skills |     |
|-------------------------------------------------|-----|----------------------------------------------------|-----|
| Initial Placement:                              | 100 | Initial Placement:                                 | 150 |
| Subsequent Movement:                            | 150 | Subsequent Movement:                               | 250 |
|                                                 | 200 |                                                    | 350 |
|                                                 | 250 |                                                    | 450 |
|                                                 | 300 |                                                    | 550 |
|                                                 | 350 |                                                    |     |
|                                                 | 450 |                                                    |     |

## Evaluating Students at the Beginning of the Cycle of Instruction

At the beginning of the instructional cycle, students' language abilities need to be assessed to determine whether the initial placement was appropriate. In developing activities that allow students to demonstrate their abilities, **it is critical to consult the entry level descriptions**<sup>9</sup>, which describe the abilities that a learner should exhibit upon entry into a certain level. It is also helpful to consult previous progress reports, previous teachers, and test scores.

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<sup>9</sup> See complete entry level descriptions at the end of this section. See beginning of each instructional level for level specific descriptions.

## Evaluation of Progress

Although some kind of evaluation should take place on a daily basis, this section focuses on formal (documented) evaluation of the learners' progress.

### *Achievement of Oral and Written Lifeskills Objectives*

Students should be evaluated on their ability to use the language and structures taught while completing the tasks stated in the performance objectives. Performance objectives provide the **context** within which students **learn, practice, and are evaluated using language**.

The following chart describes how language is evaluated through performance objectives. Performance objectives:

- \* identify the task to be accomplished
- \* specify the conditions of the performance situation
- \* describe the language needed to perform the objective, and
- \* provide the criteria by which to judge success.

Using this methodology along with the entry level descriptions helps the teacher to determine whether a student is making gains in his/her language performance.

| PERFORMANCE OBJECTIVES |                                           |                                                                                                 |
|------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------|
| COMPONENT PARTS        | DEFINITION                                | EXAMPLE                                                                                         |
| CONDITION              | give context required                     | given a diagram of a supermarket and shelves                                                    |
| PERFORMANCE            | name the action to be demonstrated        | ask and answer questions                                                                        |
| CRITERIA               | describe the requirement for success      | about the location of five items                                                                |
| LANGUAGE               | language needed to complete the objective | vocabulary: food<br><br>structures: simple present tense, wh-questions, preposition of location |

### ***Achievement of Developmental Reading and Writing Objectives***

Students should be evaluated on their mastery of the reading and writing level objectives for the level they are currently taking. The Reading and Writing Development Units at the end of each level provide guidance for instruction as well as evaluation. The following chart provides a sample of the instructional and evaluation framework for reading and writing development.

| <b>WRITING DEVELOPMENT: SAMPLE FROM LEVEL 150</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p><b>LEVEL OBJECTIVE:</b> To write a series of simple sentences.</p> <p>Variables:</p> <ul style="list-style-type: none"><li>* given a model</li><li>* personal experiences</li><li>* level appropriate</li></ul> <p>Example from 150: The goal for writing development for level 150 is to reach 250. However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and reading level as well as their achievement of competencies for the level. See entry level descriptions.</p> |                                                                             |
| <p><b>EVALUATION CRITERIA:</b></p> <ul style="list-style-type: none"><li>* conveys ideas to readers</li><li>* logical sentence order (chronological)</li><li>* correct capitalization and punctuation</li></ul> <p>Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.</p>                                                                                                                                                                                            |                                                                             |
| <p><b>WRITING SKILLS DEVELOPMENT</b></p> <p>Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.</p> <p>Examples from level 150: Use paragraph format, use and edit for basic punctuation.</p>                                                                                                                                                                                                                                                                                                                                        | <p><b>RESOURCES</b></p> <p>(Resources suggested for a particular level)</p> |

### Designing Effective Evaluation Activities <sup>10</sup>

Evaluation of the performance objectives should be "criterion-referenced", i.e. learners are evaluated on whether or not they can use language to perform the specified task within the conditions and criteria established by the objective.

Students are evaluated on their ability to use the language and lifeskill to complete a task in a **novel situation**, without assistance from the teacher or classmates. Good evaluation activities should:

- \* simulate real life tasks
- \* measure what has actually been taught and learned
- \* be practical in terms of administration time and necessary resources
- \* be reliable; someone else rating the learner should make the same decision as to the success/failure learner's performance, and
- \* be acceptable to learners as a valid activity.

In addition, the type of evaluation activity needs to match the language skill taught. The reading and writing development objectives and lifeskills objectives that require written language production can be evaluated individually with paper and pencil tasks (e.g. answering comprehension questions, writing essays, completing forms, writing checks or taking messages).

Tasks which require oral communication (i.e. oral lifeskills objectives) must be evaluated orally. However, individual assessment may not always be feasible given time constraints. Pair, small group and even whole group activities can sometimes be preferable in terms of usefulness as well as practicality <sup>11</sup>.

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<sup>10</sup> See Learner Evaluation Appendices for suggested tools.

<sup>11</sup> The Tools Chart in the Learner Evaluation Appendices shows how to use a variety of teaching techniques for evaluation.

## Evaluating Learners at the End of the Instructional Cycle

At the end of the instructional cycle, REEP teachers make promotion and retention decisions based on the following critical measures:

- \* How well a student's language performance matches the entry level description for the next appropriate level
- \* Mastery of performance objectives
- \* Ability to use language appropriate to the performance objectives.
- \* Mastery of reading and writing development objectives

Teachers also consider attendance, participation, motivation, years of education, age, length of time in the US, and student self-assessment information.

The following chart shows how learners typically move through the REEP Curriculum (3rd edition).

| TYPICAL CYCLE TO CYCLE MOVEMENT USING THE REEP CURRICULUM (3RD EDITION) |                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL                                                                   | PROMOTION/RETENTION IN FOLLOWING CYCLE                                                                                                                                                                                    |
| 100                                                                     | Retain in 100; promote to 150 or 200 (The choice between 150 and 200 is based primarily on oral ability since the reading and writing descriptions for 150 and 200 are quite similar.)                                    |
| 150                                                                     | Retain in 150; promote to 200 or 250 (The choice between 200 and 250 is based primarily on written ability since the speaking and listening descriptions for 200 and 250 are quite similar.)                              |
| 200                                                                     | Retain in 200; promote to 250 or 300 (Generally, promotions will be made to 250 rather than 300 because the speaking level for 300 has often not been reached by the end of 200.)                                         |
| 250                                                                     | Retain in 250; promote to 300 or 350 (Choice is based on oral <u>and</u> written skills; 300 students have very strong oral skills but very weak written skills.)                                                         |
| 300                                                                     | Retain in 300; promote to 350 (Students often repeat 300 to allow time for their literacy skills to develop to the 350 level.)                                                                                            |
| 350                                                                     | Retain in 350; promote to 450                                                                                                                                                                                             |
| 450                                                                     | Retain in 450; promote to 550                                                                                                                                                                                             |
| 550                                                                     | Retain in 550; promote to *650; graduate<br><br>*REEP does not have a 650 level; the designation of 650 simply indicates that the student has met the exit criteria for the program, but has chosen to continue studying. |



## Documenting Progress

Progress is documented on the learners' progress report at several times throughout the cycle of instruction. See sample progress report on the next page. Progress reports for each level are located at the beginning of each instructional level.

Initial: By the end of the second week, instructors complete their initial evaluation of the learners and record their assessment on the 2nd page of the progress report. **It is imperative to consult the entry level descriptions in completing this evaluation. See entry level descriptions at the end of this section.**

On-going: As each performance objective is evaluated, the teacher records the students' performance on the first page of the progress report:

- 
- + Student demonstrated mastery of the objective, i.e. was able to successfully perform the task using the language taught.
- ✓ Student needs more practice in order to master the objective.
- A Evaluation was not possible because student was absent.
- NC Objective within a unit covered was not covered by the class.

Mid-cycle: On the second page of the progress reports, instructors comment on the student's progress made toward meeting the entry level descriptions for the next level(s) in each skill area. A rating of good or excellent indicates that a learner is likely to meet the entry descriptions for a higher level by the end of the cycle. A rating of satisfactory or fair indicates that a learner is making progress but may not be able to meet the entry level descriptions for a higher level by the end of one instructional cycle. In the comments section, teachers point out students strengths and specific examples of progress made as well as suggestions for improvement.

The progress reports are returned for students to sign and discuss with their teachers. Students can also make comments about how they feel about their progress and areas of needed improvement.

Final: On the first page of the progress report, teachers evaluate achievement of the reading and writing development objectives. For each skill area in the final assessment box on the second page of the progress report, teachers mark X in the box for the level at which the student is functioning. **It is imperative to consult the entry level descriptions for this evaluation.**

Both the teacher and the student sign and date the reports and make comments. The teachers records the level recommended for the learner in the subsequent cycle.

### Customizing Progress Reports

The Progress Reports provided in this curriculum include all possible topic units for a given instructional level. However, classes do not cover all units in a level in one instructional cycle. Therefore, teachers are encouraged to customize the progress reports to reflect what was covered based on needs assessment. To facilitate this customization at REEP, the teachers can copy the reports from the computer and can delete units not selected for coverage.

## REEP ESL PROGRESS REPORT: LEVEL 200

### Marking System:

+ = Achieved competency/function

√ = More practice needed

A = Absent

NC = Not covered

Student Name:

Teacher Name:

Level:

Start Date:

Type:

### Getting Started:

- \_\_\_ 1. Ask/answer questions: self
- \_\_\_ 2. Complete personal data form
- \_\_\_ 3. Introduce self/others
- \_\_\_ 4. Identify family relations
- \_\_\_ 5. Identify reasons for coming to U.S.A.
- \_\_\_ 6. Identify relevant points on map
- \_\_\_ 7. Identify school rules
- \_\_\_ 8. Respond to emergency procedures
- \_\_\_ 9. Write about self
- \_\_\_ 10. \_\_\_\_\_

### Community Services:

- \_\_\_ 1. Identify local community facilities
- \_\_\_ 2. Inquire: post office services
- \_\_\_ 3. Complete postal form
- \_\_\_ 4. Inquire: library service
- \_\_\_ 5. Complete library application
- \_\_\_ 6. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Ask/answer questions: prices
- \_\_\_ 2. Ask/answer questions: labels
- \_\_\_ 3. Exchange/return merchandise
- \_\_\_ 4. Identify error in change/request correction
- \_\_\_ 5. Express/inquire: likes/dislikes
- \_\_\_ 6. Order from menu
- \_\_\_ 7. Give/follow oral directions: recipes
- \_\_\_ 8. \_\_\_\_\_

### Health:

- \_\_\_ 1. Identify illnesses/injuries
- \_\_\_ 2. Make an appointment by phone
- \_\_\_ 3. Fill out medical form
- \_\_\_ 4. Inquire: health care
- \_\_\_ 5. Write memo explaining absence
- \_\_\_ 6. \_\_\_\_\_

### Holidays and Special Occasions:

- Holiday: \_\_\_\_\_
- \_\_\_ 1. State importance of holiday/special occasion
  - \_\_\_ 2. Describe when/how celebrated
  - \_\_\_ 3. Identify historical facts
  - \_\_\_ 4. Describe holidays in native country
  - \_\_\_ 5. \_\_\_\_\_

### Housing:

- \_\_\_ 1. Interpret abbreviations
- \_\_\_ 2. Ask/answer questions: apartments
- \_\_\_ 3. State problems
- \_\_\_ 4. Call to request repairs
- \_\_\_ 5. \_\_\_\_\_

### Money/Banking:

- \_\_\_ 1. Identify common banking terms
- \_\_\_ 2. Request services at a bank
- \_\_\_ 3. Complete bank forms
- \_\_\_ 4. Complete money order
- \_\_\_ 5. Write check/fill in checkbook register
- \_\_\_ 6. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Write phone numbers
- \_\_\_ 2. Leave message
- \_\_\_ 3. Take message
- \_\_\_ 4. Request/respond to request: clarification
- \_\_\_ 5. Respond to wrong number
- \_\_\_ 6. Extend invitation
- \_\_\_ 7. Call 911
- \_\_\_ 8. Give/follow instructions: pay phone bill
- \_\_\_ 9. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. Explain traffic signs
- \_\_\_ 2. Explain traffic rules
- \_\_\_ 3. Identify modes of transportation
- \_\_\_ 4. Ask for/state car parts
- \_\_\_ 5. Describe car problems
- \_\_\_ 6. Ask for/give directions
- \_\_\_ 7. \_\_\_\_\_

### Working in the U.S.A.:

- \_\_\_ 1. Identify sources for jobs
- \_\_\_ 2. Ask/answer questions about jobs: interview
- \_\_\_ 3. Fill out application
- \_\_\_ 4. State future job goals
- \_\_\_ 5. Give/follow oral instructions
- \_\_\_ 6. Ask/answer requests for clarification
- \_\_\_ 7. Request/respond to requests: assistance
- \_\_\_ 8. Call in to report lateness/absence
- \_\_\_ 9. \_\_\_\_\_

### Writing Level Objective:

- \_\_\_ Write a series of simple sentences

### Reading Level Objective:

- \_\_\_ Read simplified narratives

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair*, *satisfactory*, *good*, or *excellent*.

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

## ENTRY LEVEL DESCRIPTIONS

The entry level descriptions outline the speaking, listening, reading, and writing skills that learners should exhibit for a particular level at the beginning of the instructional cycle. The goals of the REEP level descriptions are to:

- assist in appropriate placement of learners
- measure a learner's **progress** in English from one instructional cycle to the next
- assist instructors in **assessing** a learner's readiness to transition from level to level and from one educational agency to another (eg. from 550 to Marymount University or the Employment Training Center).

### General Entry Level Descriptions

**100 (Low Beginning):** Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

**150 (Beginning):** Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

**200 (High Beginning Oral/Beginning Literacy):** Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

**250 (High Beginning):** Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

**300 (High Intermediate Oral/High Beginning Literacy):** Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

**350 (Intermediate):** Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

**450 (High Intermediate):** Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

**550 (Advanced):** Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.



# ENTRY LEVEL DESCRIPTIONS: SPEAKING

| 100                                                                                                                                                                                                                                                                                                                         | 150                                                                                                                                                                                                                                                                                                                                                                                 | 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 250                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>May function in a limited way in situations related to basic needs.</p> <p>May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message.</p> <p>Has little or no control of very basic grammar.</p> | <p>Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message.</p> <p>Ask and responds to simple learned questions.</p> <p>May repeat words and phrases to clarify.</p> <p>Has a little to some control of very basic grammar.</p> <p>May be able to say letters of alphabet and numbers.</p> | <p>Expresses basic survival needs.</p> <p>Asks and responds to questions using learned phrases and some new phrases.</p> <p>Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations.</p> <p>Speaks with hesitation and frequent pauses.</p> <p>States simple personal information on the telephone, but with difficulty.</p> <p>Has inconsistent control of basic grammar. Makes frequent errors.</p> | <p>Expresses basic survival needs.</p> <p>Asks and responds to questions using learned phrases and some new phrases.</p> <p>Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations.</p> <p>Speaks with hesitation and frequent pauses.</p> <p>States simple personal information on the telephone, but with difficulty.</p> <p>Has inconsistent control of basic grammar. Makes frequent errors.</p> |

The *Speaking* descriptions for levels 200 and 250 are the same by design. The difference between the levels is in literacy skills (see *Reading* and *Writing* descriptions).

## ENTRY LEVEL DESCRIPTIONS: SPEAKING

| 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 350                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 550                                                                                                                                                                                                                                                                                                             | EXIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Functions independently in most everyday situations.</p> <p>Asks and responds to questions on familiar and some unfamiliar subjects.</p> <p>Speaks fluently, but with hesitation and pauses.</p> <p>May attempt to expand ideas.</p> <p>May clarify general meaning by repetition or simple rephrasing.</p> <p>Communicates on phone in routine situations. May ask for repetition.</p> <p>Has control of basic grammar. May use more complex grammar but with limited control.</p> | <p>Functions independently in most face to face routine social and work situations. May need to repeat to be understood.</p> <p>Relies on learned phrases and attempts spontaneity, but with hesitation and pauses.</p> <p>Has increasing, but inconsistent control of basic grammar.</p> <p>Communicates on phone in survival situations, but usually needs to repeat.</p> <p>Asks and responds to questions on familiar and some unfamiliar subjects.</p> <p>Can occasionally clarify general meaning by rewording. May switch to primary language.</p> | <p>Functions independently in most work situations and in routine social situations.</p> <p>Speaks fluently, but may have some hesitation.</p> <p>Communicates on the telephone on familiar topics. May need to repeat to be understood.</p> <p>May clarify general meaning by rewording in familiar contexts.</p> <p>Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control.</p> <p>Asks and responds to questions on a variety of subjects.</p> | <p>Functions independently in nearly all social and work situations.</p> <p>Speaks fluently with little or no hesitation.</p> <p>Communicates by telephone on familiar subjects.</p> <p>Can clarify and reword some conversation.</p> <p>Controls basic grammar but makes mistakes with complex structures.</p> | <p><i>Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.</i></p> <p>Speaks fluently with little or no hesitation.</p> <p>Functions independently in social and work situations.</p> <p>Understands and generally utilizes appropriate social registers.</p> <p>Can expand, support, clarify, restate, or paraphrase ideas.</p> <p>Communicates effectively by telephone on familiar subjects.</p> <p>Can summarize reading passages.</p> <p>Has control over complex grammar but makes mistakes.</p> |

The **Speaking** descriptions for level 300 are higher than for level 350 by design. A 300 level learner has very good oral skills but very weak literacy skills. The 300 level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

**ITALICIZED** exit descriptions are 550 unit objectives.

# ENTRY LEVEL DESCRIPTIONS: LISTENING

| 100                                                                                                                                                                                                                                                                                                                                                                                                               | 150                                                                                                                                                                                                                                                             | 200                                                                                                                                                                                                                                                                                                                                                                                                                                | 250                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition.</p> <p>Needs context, concrete examples, and non-verbal cues to understand most oral information.</p> <p>May understand some letters of the alphabet and some numbers</p> <p>Needs to have all routine tasks demonstrated.</p> <p>May repeat words to confirm meaning.</p> | <p>Understands a number of simple learned phrases. May need slow speech and frequent repetition.</p> <p>May need context, concrete examples, and non-verbal cues to understand oral information.</p> <p>May understand letters of the alphabet and numbers.</p> | <p>Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition.</p> <p>Can generally understand the main idea of conversations on familiar topics and contexts.</p> <p>May be able to understand conversations on familiar topics when spoken slowly and with repetition.</p> <p>Has very limited ability to understand in non-contact situations (e.g. telephone).</p> | <p>Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition.</p> <p>Can generally understand the main idea of conversations on familiar topics and contexts.</p> <p>May be able to understand conversations on familiar topics when spoken slowly and with repetition.</p> <p>Has very limited ability to understand in non-contact situations (e.g. telephone).</p> |

The **Listening** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see **Reading** and **Writing** descriptions).

# ENTRY LEVEL DESCRIPTIONS: LISTENING

| 300                                                                                                                                                                                                                                                                                                                                              | 350                                                                                                                                                                                                                                                                                                                                                                              | 450                                                                                                                                                                                                                                                                                                                                                                                                                                              | 550                                                                                                                                                                                                                                                                                                                                                                                       | EXIT                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understand conversations on everyday topics at normal speed in contact situations.</p> <p>Has some ability to understand in non-contact situations (e.g. telephone).</p> <p>Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details.</p> <p>Understanding simple oral instructions.</p> | <p>Understands conversations on familiar topics when spoken slowly and/or with repetition.</p> <p>Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics.</p> <p>Has limited ability to understand in non-contact situations (e.g. telephone).</p> <p>Understands simple oral instructions. May need repetition.</p> | <p>Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech.</p> <p>Understands most conversations on familiar topics in contact situations.</p> <p>Has some ability to understand in non-contact situations (e.g. telephone).</p> <p>Can understand and give simple telephone messages.</p> <p>Understands simple oral instructions, but may need repetition.</p> | <p>Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition.</p> <p>Understands most non-contact communication on familiar topics and some communication on unfamiliar topics.</p> <p>May have some difficulty following conversation between native speakers.</p> <p>Understands complex oral instructions.</p> | <p><i>Can take basic lecture notes on familiar topics.</i></p> <p>Given contact situations and familiar topics, understands conversations at normal speed.</p> <p>Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics.</p> <p>Understands complex oral instructions.</p> <p>Can interpret oral test instructions.</p> |

The *Listening* descriptions for level 300 are higher than for level 350 by design. A 300 level learner has very good oral skills but very weak literacy skills. The 300 level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

*ITALICIZED* exit descriptions are 550 unit objectives.

# ENTRY LEVEL DESCRIPTIONS: READING

| 100                                                                                                                                                                                                                                                                                                                                                                                                                                    | 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 250                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>May recognize most or all letters of the alphabet, but may not recognize correct order.</p> <p>May recognize single digit numbers and some higher numbers.</p> <p>May recognize a few very common sight words (e.g. name, address, stop).</p> <p>May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs.</p> <p>Has difficulty consulting text to locate information.</p> | <p>Recognizes upper and lower case letters of the alphabet.</p> <p>Relates phonological sounds to initial consonants.</p> <p>Recognizes numbers 1-100</p> <p>Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms).</p> <p>Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations.</p> <p>Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions.</p> <p>Can identify sequence of a simple narrative.</p> <p>May use bilingual dictionary. Has difficulty locating the correct entry.</p> | <p>May have difficulty alphabetizing.</p> <p>Interprets sentences using vocabulary and structures previously learned orally. May need assistance.</p> <p>Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms).</p> <p>Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations.</p> <p>Can answer simple factual questions (e.g. yes/no) and some Wh-questions, but has difficulty consulting text to locate information.</p> <p>Can identify sequence of simple narrative.</p> <p>Uses bilingual dictionary but may have difficulty locating correct entries.</p> | <p>Can arrange lists in alphabetical order.</p> <p>Scans for specific information in simplified, lifeskill materials related to immediate needs.</p> <p>Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations.</p> <p>Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts.</p> <p>Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance.</p> <p>Can locate correct entries in a bilingual dictionary.</p> |

The **Reading** descriptions for levels 150 and 200 are very similar by design. The difference between these levels is in the learners' oral abilities (see **Speaking** and **Listening** descriptions).



# ENTRY LEVEL DESCRIPTIONS: READING

| 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 350                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 550                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | EXIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>May have difficulty alphabetizing lists to the second or third letter.</p> <p>Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment).</p> <p>Generally reads word by word and decodes unfamiliar words by sound, not by context.</p> <p>Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations.</p> <p>Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.</p> | <p>Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment).</p> <p>Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included.</p> <p>Can relate titles to simple texts.</p> <p>May have some ability to guess vocabulary in context.</p> <p>Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, Wh-).</p> <p>Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.</p> | <p>Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included.</p> <p>Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance.</p> <p>Has some ability to guess vocabulary in context.</p> <p>Can usually identify and sometimes paraphrase the main idea in simplified reading.</p> <p>May be able to identify the topic sentence in a paragraph.</p> <p>Needs assistance with some non-simplified materials (e.g. utility bills).</p> | <p>Can demonstrate comprehension of a variety of non-simplified passages (e.g. academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions.</p> <p>Can orally retell most reading passages.</p> <p>Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order.</p> <p>Reads using multiple context clues.</p> <p>Can generally identify and paraphrase the main idea.</p> <p>Can generally recognize difference between fact and opinion.</p> | <p><i>Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.</i></p> <p><i>Uses dictionaries, reference materials, and libraries to obtain information.</i></p> <p>Can identify topic and supporting sentences.</p> <p>Can explain or paraphrase the main idea of passages.</p> <p>Can recognize difference between fact and opinion.</p> <p>Demonstrates strategies for learning and remembering new vocabulary.</p> <p>Can interpret written test instructions.</p> |

**ITALICIZED** exit descriptions are 550 unit objectives.

| ENTRY LEVEL DESCRIPTIONS: WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 250                                                                                                                                                                                                                                                                                                                            |
| <p>May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance.</p> <p>May write letters of the alphabet and numbers from memory. May need assistance.</p> <p>May be able to write very basic personal information and complete a simplified form. May need assistance.</p> <p>May copy sentence patterns and insert own personal information.</p> <p>May attempt to write simple sentences on very familiar topics.</p> <p>Has little or no control of grammar.</p> | <p>Can write the letters of the alphabet and numbers 1-100 independently.</p> <p>Copies materials that are personally meaningful. May need assistance.</p> <p>Completes simplified forms which require personal information. May need assistance.</p> <p>Writes short simple sentences. May need assistance.</p> <p>Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance.</p> <p>Has some control of very basic grammar.</p> | <p>Can write the letters of the alphabet and numbers 1-100 independently.</p> <p>Copies materials that are personally meaningful. May need assistance.</p> <p>Completes simplified forms which require personal information. May need assistance.</p> <p>Writes simple sentences. May need assistance.</p> <p>Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance.</p> <p>Has a little control of very basic grammar.</p> | <p>Independently completes simplified forms which require personal information.</p> <p>Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance.</p> <p>Has some, but inconsistent, control of basic grammar. Makes frequent errors.</p> |

The **Writing** descriptions for levels 150 and 200 are the same by design. The difference between these levels is in the learners' oral abilities (See **Speaking** and **Listening** descriptions).

# ENTRY LEVEL DESCRIPTIONS: WRITING

| 300                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 350                                                                                                                                                                                                                                                                                                                                                                                                                           | 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 550                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | EXIT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Copies personally relevant material.</p> <p>Can generally complete a variety of simplified forms.</p> <p>Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate.</p> <p>Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically.</p> <p>Has some control of basic grammar.</p> | <p>Completes a variety of simplified forms.</p> <p>Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate.</p> <p>Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.</p> | <p>Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters.</p> <p>Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing.</p> <p>Has minimal skills in self-editing but may have some peer editing skills.</p> <p>Has some control of structures. Makes few errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.</p> | <p>Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences.</p> <p>Can narrow or expand a paragraph topic with assistance.</p> <p>May have some sequencing problems within the paragraph.</p> <p>Can identify and self-edit some errors with assistance.</p> <p>Uses compound and complex sentences.</p> <p>Makes errors in complex structures such as passive, present perfect, and conditionals.</p> | <p><i>Uses elements of process writing to generate essays.</i></p> <p>Can narrow or expand a topic.</p> <p>Can write a paragraph with a main idea, supporting sentences, and a concluding sentence.</p> <p>Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.)</p> <p>Has minor organizational problems.</p> <p>Can edit and revise writing, with assistance.</p> <p>Uses compound and complex sentences.</p> <p>Makes errors in grammar and mechanics, but these generally do not interfere with communication.</p> <p>Can summarize reading passages.</p> <p>Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.</p> |

ITALICIZED descriptions are 550 unit objectives.

## INSTRUCTIONAL UNITS: 100-450

Each level consists of:

- Entry level descriptions that describe the students entering that level with regard to their speaking, listening, reading, and writing abilities.
- Progress reports
- Overview of Functions by unit
- List of level appropriate resources, including computer-assisted and audiovisual resources
- 9-12 instructional units (in alphabetical order)
- Reading and writing integration
- Enabling Skills (Level 100)
- Structures and resources

## LEVEL 100

45



ENTRY LEVEL DESCRIPTIONS: 100

**100 (Low Beginning):** Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

| SPEAKING                                                                                                                                                                                                                                                                                                                    | LISTENING                                                                                                                                                                                                                                                                                                                                                                                                         | READING                                                                                                                                                                                                                                                                                                                                                                                                                                | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>May function in a limited way in situations related to basic needs.</p> <p>May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message.</p> <p>Has little or no control of very basic grammar.</p> | <p>May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition.</p> <p>Needs context, concrete examples, and non-verbal cues to understand most oral information.</p> <p>May understand some letters of the alphabet and some numbers</p> <p>Needs to have all routine tasks demonstrated.</p> <p>May repeat words to confirm meaning.</p> | <p>May recognize most or all letters of the alphabet, but may not recognize correct order.</p> <p>May recognize single digit numbers and some higher numbers.</p> <p>May recognize a few very common sight words (e.g. name, address, stop).</p> <p>May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs.</p> <p>Has difficulty consulting text to locate information.</p> | <p>May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance.</p> <p>May write letters of the alphabet and numbers from memory. May need assistance.</p> <p>May be able to write very basic personal information and complete a simplified form. May need assistance.</p> <p>May copy sentence patterns and insert own personal information.</p> <p>May attempt to write simple sentences on very familiar topics.</p> <p>Has little or no control of grammar.</p> |

# REEP ESL PROGRESS REPORT: LEVEL 100

## Marking System:

⊕ = Achieved competency/function

√ = More practice is needed

A = Absent

NC = Not covered

Student Name:

Teacher Name:

Level:

Start Date:

Type:

## Getting Started:

- \_\_\_ 1. Ask/answer questions: self, others
- \_\_\_ 2. Ask for and request clarification
- \_\_\_ 3. Complete personal identification form
- \_\_\_ 4. Greet and take leave
- \_\_\_ 5. Introduce self/others
- \_\_\_ 6. Identify immediate family
- \_\_\_ 7. Locate relevant points on map
- \_\_\_ 8. Identify school rules
- \_\_\_ 9. Respond to emergency procedures
- \_\_\_ 10. \_\_\_\_\_

## Classroom and Housing:

- \_\_\_ 1. Respond to instructions
- \_\_\_ 2. Identify classroom objects/furniture
- \_\_\_ 3. Identify signs
- \_\_\_ 4. Identify rooms/furniture in house
- \_\_\_ 5. Describe residence
- \_\_\_ 6. \_\_\_\_\_

## Consumerism:

- \_\_\_ 1. Identify food items
- \_\_\_ 2. Ask for food items
- \_\_\_ 3. Identify clothing items
- \_\_\_ 4. Ask/answer questions: prices
- \_\_\_ 5. Express likes and dislikes
- \_\_\_ 6. Address an envelope
- \_\_\_ 7. Request stamps
- \_\_\_ 8. \_\_\_\_\_

## Health:

- \_\_\_ 1. Identify body parts
- \_\_\_ 2. Ask/answer questions: illness/injuries
- \_\_\_ 3. Complete simplified health form
- \_\_\_ 4. Call 911
- \_\_\_ 5. \_\_\_\_\_

## Holidays and Special Occasions:

- Holiday: \_\_\_\_\_
- \_\_\_ 1. Identify name of holiday
  - \_\_\_ 2. State reason for celebration
  - \_\_\_ 3. Identify major historical facts
  - \_\_\_ 4. Describe how it is celebrated
  - \_\_\_ 5. \_\_\_\_\_

## Money:

- \_\_\_ 1. Identify coins and bills
- \_\_\_ 2. Ask price and produce change up to \$20.00
- \_\_\_ 3. Produce price tag amounts

## Money: (cont)

- \_\_\_ 4. Request and give change
- \_\_\_ 5. Request money-related forms
- \_\_\_ 6. Complete money-related forms
- \_\_\_ 7. \_\_\_\_\_

## Time and Weather:

- \_\_\_ 1. Ask/answer questions: clocks
- \_\_\_ 2. Write times
- \_\_\_ 3. Ask/answer questions: dates
- \_\_\_ 4. Read and write dates
- \_\_\_ 5. Describe daily routine
- \_\_\_ 6. Ask/answer questions: seasons
- \_\_\_ 7. \_\_\_\_\_

## Transportation:

- \_\_\_ 1. Identify types of transportation
- \_\_\_ 2. Ask/answer questions: transportation used
- \_\_\_ 3. Ask/answer questions: bus/metro
- \_\_\_ 4. Give/follow directions: metro card machine
- \_\_\_ 5. Identify home, school, job on simplified map
- \_\_\_ 6. Identify traffic signs
- \_\_\_ 7. \_\_\_\_\_

## Working in the U.S.A:

- \_\_\_ 1. Identify job titles
- \_\_\_ 2. Ask/answer questions: past/present jobs
- \_\_\_ 3. Fill out simplified application
- \_\_\_ 4. Follow two-step instructions
- \_\_\_ 5. Demonstrate meaning: workplace signs
- \_\_\_ 6. \_\_\_\_\_

## Enabling Skills:

### Mid End

- \_\_\_ 1. Recognize capital/small letters
- \_\_\_ 2. Recite alphabet in correct order
- \_\_\_ 3. Write capital and small letters
- \_\_\_ 4. Print alphabet in order
- \_\_\_ 5. Take letter dictation
- \_\_\_ 6. Say numbers 1-100
- \_\_\_ 7. Write numbers 0-100
- \_\_\_ 8. Write numbers from dictation
- \_\_\_ 9. Sight read own name
- \_\_\_ 10. Sight read personal data vocabulary

## Write Level Objective:

- \_\_\_ Generate simple sentences

## Reading Level Objective:

- \_\_\_ Read simplified material

# REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair*, *satisfactory*, *good*, or *excellent*.

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

| INDEX OF FUNCTIONS: LEVEL 100                                       |                 |       |        |      |       |      |       |      |
|---------------------------------------------------------------------|-----------------|-------|--------|------|-------|------|-------|------|
| Get<br>Start                                                        | Class/<br>House | Cons. | Health | Holl | Money | Time | Trans | Work |
| <b>Seek &amp; Report Information</b>                                |                 |       |        |      |       |      |       |      |
| Capability                                                          |                 |       |        |      |       |      |       |      |
| Cause/effect                                                        |                 |       |        |      |       |      |       |      |
| Description (color, size, condition, etc.)                          |                 |       |        | *    |       | *    |       |      |
| Location/direction                                                  | *               | *     |        |      |       |      | *     |      |
| Objects/signs/symbols                                               | *               | *     | *      |      | *     | *    | *     | *    |
| Quantity/price                                                      | *               | *     |        |      | *     |      | *     |      |
| Self/others                                                         | *               |       | *      |      |       |      | *     | *    |
| Time/chronological information                                      |                 |       |        |      |       | *    | *     |      |
| <b>Make/Respond to Requests for Clarification</b>                   |                 |       |        |      |       |      |       |      |
|                                                                     | *               | *     | *      |      | *     |      | *     | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>              |                 |       |        |      |       |      |       |      |
| Likes/preference/satisfaction/compliments                           |                 | *     |        |      |       |      |       |      |
| Needs/wants/intentions                                              |                 | *     |        |      | *     |      |       |      |
| Regrets/apologies/sympathy                                          |                 |       |        |      |       |      |       |      |
| Gratitude/surprise                                                  |                 |       |        |      |       |      |       |      |
| Complaints                                                          |                 |       |        |      |       |      |       |      |
| Opinions                                                            |                 |       |        |      |       |      |       |      |
| <b>Express/inquire about conditions (health, pain, worry, mood)</b> |                 |       |        |      |       |      |       |      |
|                                                                     |                 |       | *      |      |       |      |       |      |

INDEX OF FUNCTIONS: LEVEL 100

|                                                      | Get<br>Start | Class/<br>House | Cons. | Health | Holl | Money | Time | Trans | Work |
|------------------------------------------------------|--------------|-----------------|-------|--------|------|-------|------|-------|------|
| <b>Make &amp; Respond to Directives:</b>             |              |                 |       |        |      |       |      |       |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | .            |                 |       |        |      |       |      | .     |      |
| Respond to instructions/directives                   | .            | .               |       |        |      |       |      | .     | .    |
| Request assistance                                   |              |                 |       | .      |      |       |      |       |      |
| Give/seek permission                                 |              |                 |       |        |      |       |      |       |      |
| Give/respond to correction/warning                   |              |                 |       |        |      |       |      |       |      |
| Make/respond to invitations                          |              |                 |       |        |      |       |      |       |      |



## RESOURCES: LEVEL 100

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

### TEXTS

Access: Fundamentals of Literacy &  
Communication

Basic Oxford Picture Dictionary

Basic Oxford Picture Dictionary Workbook

Basic Vocabulary Builder

Before Book One (T)

Consonants Sound Easy

Drawing Out

English for a Changing World:  
Cue Book One

ESL Teacher's Holiday Activity Kit

Expressways: Foundations

Find Out

First Words

From the Start (T)

Grammarwork 1

Here to Stay in the USA

It's Time to Talk

Lifeskills 1

Look Again Pictures

Moving On

Neighbor to Neighbor

New Oxford Picture Dictionary

New Start

New Start Literacy Workbook

Personal Stories 1

Picture Stories

Practical Vocabulary Builder

Real Conversations

Real-Life English (Pre-literacy Workbook)

Side by Side 1

Side by Side 1 Activity Workbook

Small Talk (T)

Starting to Read

Survival English 1

Voices of Freedom 1

Write On Cue

(used with English for a  
Changing World: Cue Book one)

### CAI/AV

(Basic Vocabulary Builder (software))

Basic Vocabulary Builder Cards  
(teacher made)

English Express

Goal (teacher author data)

Invest - Lifeskills

Kids Ware

Language Master Cards (teacher made)

Facemaker

MECC: Moneyworks

Paint With Words

Quick Talk

Vocabulary Builder (software)

### VIDEOS

Arlington Survival Video: 911

(T) = Tape available

## **INSTRUCTIONAL UNITS: 100**

## GETTING STARTED 100

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in the appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

**Developmental Reading:** See end of level for objectives. Starting to Read, unit 1, lesson 2; Consonants Sound Easy (all), Personal Stories 1 (Family)

**Developmental Writing:** See end of level for objectives. Starting to Read, unit 1, lesson 2; Personal Stories 1 (Family)

| OBJECTIVES                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                        | RESOURCES                                                                                                                                                                                                                                                                                                                                                         | INTEGRATION                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions about self and others (name, address, telephone number, birth place, birth date, age.) | <p>Seek/report info: self/other:<br/>What's your name?<br/>Where are you from?<br/>I'm from El Salvador.</p> <p>Make/respond to requests: clarification:<br/>Spell that, please. Repeat, please.</p> | <p><u>First Words</u>, p. 4, 6, 22 and 30.<br/><u>Survival English 1</u>, p. 17-35<br/><u>Expressways: Foundations</u>, p. 4 and 6<br/><u>Small Talk</u>, p. 9<br/><u>From the Start</u>, unit 7 (T)<br/><u>Neighbor to Neighbor</u>, Module 1<br/><u>It's Time to Talk</u>, p. 70</p> <p>Student-generated information grids (see needs assessment appendix)</p> | <p>Enabling skills: say numbers</p> <p>Health: call 911</p> <p>Structures:<br/>Simple present<br/>Possessive adjectives<br/>Subject pronouns<br/>WH-Questions</p> <p>Cross-Culture: Taboo<br/>• questions (eg. age)</p> |
| 2. Complete a simplified personal data form (information from objective 1).                                        |                                                                                                                                                                                                      | <p><u>Starting to Read</u>, unit 1, lesson 1,<br/><u>Lifeskills 1</u>, p. 8-10<br/><u>First Words</u>, p. 34<br/><u>A New Start</u>, p. 34<br/><u>Survival English 1</u>, p. 3-5</p>                                                                                                                                                                              | <p>Enabling Skills: letters, numbers</p> <p>Work: application<br/>Health: health forms<br/>Consumerism: envelope<br/>Time/Weather: birth date<br/>Money: money order</p>                                                |
| 3. Greet and take leave.                                                                                           | <p>Report Info: self/others:<br/>Hello/ Good morning. Good-bye<br/>How are you?</p>                                                                                                                  | <p><u>Small Talk</u>, p. 2 and 12<br/><u>Survival English 1</u>, p. 3-5</p>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                         |

# GETTING STARTED 100

| OBJECTIVES                                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                             | RESOURCES                                                                                                                                                                         | INTEGRATION                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Introduce self and others.                                                                         | Report info: self/others:<br>Hi, I'm...<br>Nice to meet you.<br>This is my friend ...                                                     | <u>Expressways: Foundations</u> , p. 2 and 3                                                                                                                                      | Structures:<br>Simple present<br>Possessive adjectives<br>Demonstrative pronouns                                                                              |
| 5. Identify immediate family members.                                                                 | Report info: others:<br>This is my mother/brother/daughter.                                                                               | <u>Access</u> , p. 56-58 (T)<br><u>First Words</u> , p. 10-14<br><u>Personal Stories 1</u> (Family units)<br><u>Basic Oxford Picture Dictionary</u> , p. 16<br><br>Student photos | Structures:<br>Simple present<br>Possessive adjectives<br>Demonstrative pronouns<br><br>Cross-culture: size of family                                         |
| 6. Locate relevant points on maps (eg. native country, US, Virginia)                                  |                                                                                                                                           | <u>Basic Oxford Picture Dictionary</u> , p. 96-99<br>Maps (US and world)                                                                                                          |                                                                                                                                                               |
| 7. Identify school policies and rules (see sample language.)                                          | Advise/instruct someone to do something:<br>No smoking./Don't smoke.<br>Class starts at 9:00.<br>No double parking.                       | School Brochures<br>Student-generated rules and policies                                                                                                                          | Structures:<br>Imperatives<br>Simple present<br>Negatives                                                                                                     |
| 8. Respond to seasonal emergency procedures: fire drills, tornado drills                              | Respond to instructions:<br>Leave class quickly and turn right.<br>Go outside.<br>Go into the hallway.<br>Get down.<br>Do not go outside. | School Emergency Procedures<br>Snow cancellation policy                                                                                                                           | Time/weather: weather conditions<br><br>Structures:<br>Imperative<br>Simple present<br>Negatives<br><br>Cross-culture: seasonal emergencies in native country |
| <b>CAVAV:</b> Teacher made language master cards - personal identification, alphabet, numbers, family |                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                               |

## CLASSROOM AND HOUSING LEVEL 100

**Developmental Reading:** See end of level for objectives. Personal Stories 1, units on home

**Developmental Writing:** See end of level for objectives. Look Again Pictures, 11 and 12

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                   | RESOURCES                                                                                                                                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                         |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Respond to common instructions in the classroom setting.       | Respond to instructions:<br>Open your book.<br>Turn to page ...<br>Listen/repeat.<br>Write.<br>Spell...                                                         | <u>New Oxford Picture Dictionary</u> , p. 77<br><u>Basic Oxford Picture Dictionary</u> , p. 3                                                                                                                                                                                                                                                                                         | Structure: Imperative<br><br>Work: follow instructions<br>Transportation: metro machine                                             |
| 2. Identify common classroom objects and furniture.               | Report info: objects:<br>This is my book.<br>These are my pens.<br><br>Report info: location<br>The pencil sharpener is over there.<br>The flag is on the wall. | <u>New Oxford Picture Dictionary</u> , p. 77<br><u>Basic Oxford Picture Dictionary</u> , p. 2<br><u>Survival English 1</u> , p. 38-44<br><u>First Words</u> , p. 7-9<br><u>Starting to Read</u> , lesson 4<br><u>English for a Changing World, Cue Book 1</u> ; charts 1, 10, 11 (visuals)<br><u>Neighbor to Neighbor</u> , Module 7, Unit 1<br><br>Oxford Picture Dictionary Posters | Structures:<br>Simple present<br>Singular/plural<br>Demonstratives<br>Prepositions:<br><br>Cross-culture: schools in native country |
| 3. Identify common signs and symbols in the school and community. | Report info: signs/symbols:<br>Mens/Ladies Room<br>Library/Office<br>Handicap Parking<br>Open/Close<br>Push/Pull<br>Out of Order<br>Help Wanted                 | <u>Survival English 1</u> , p. 246<br><u>Real-Life English (Pre-Lit Wkbk)</u> , p. 10<br><u>First Words</u> , p. 120<br><u>A New Start</u> , p. 91-93<br><u>Access</u> , unit 8 (T)<br><br>Posters (student generated)<br>Students write down information from signs and bring it to class.                                                                                           | Transportation: traffic signs<br>Work: signs<br><br>Cross-culture: symbols used in US vs. other countries                           |

# **CLASSROOM AND HOUSING LEVEL 100**

| OBJECTIVES                                                                                                                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                | RESOURCES                                                                                                                                                                                                                                                                                                                         | INTEGRATION                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Given a visual of a house, identify rooms and location of furniture.                                                                                                                                            | Seek/report info: location:<br>The sofa is in the living room.<br>The book is on the chair.<br>Where is the lamp?            | <u>Starting to Read</u> , p. 20-25<br><u>Side by Side 1</u> , p. 8-10<br><u>New Oxford Picture Dictionary</u> , p. 27<br><u>Basic Oxford Picture Dictionary</u> , p. 24-27<br><u>Basic Vocabulary Builder</u> , #16 and #17<br><u>Real-Life English (Pre-Lit Wkbk)</u> , p. 37<br><u>Survival English 1</u> , p. 178-180, 196-197 | Structures:<br>Prepositions of place<br>Wh-Questions: where                                                                                             |
| 5. Describe own residence orally and in writing, including type of housing, number of rooms and location.                                                                                                          | Report info: location, quantity:<br>I live in an apartment/house.<br>My apartment has 4 rooms.<br>I live in South Arlington. | <u>Find Out</u> , p. 23-26<br><u>Starting to Read</u> , p. 29<br><u>Basic Oxford Picture Dictionary</u> , p. 22-23<br><br>Students' drawings.                                                                                                                                                                                     | Getting Started: personal ID<br><br>Structures:<br>Simple present<br>Prepositions of place<br>Negatives<br><br>Cross-culture: housing in native country |
| <b>CAVAV:</b> Teacher-made language master cards - house, furnishings. <u>Basic Vocabulary Builder Software</u> - House, Furnishings; MECC- <u>Paint With Words</u> ; <u>English Express</u> - Rooms in the House. |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                         |



## CONSUMERISM LEVEL 100

**Developmental Reading:** See end of level for objectives. Starting to Read, p. 52-58, 72-74.

**Developmental Writing:** See end of level for objectives. Starting to Read, p. 58. Write On Cue, 117, 118, 67-69, 78-80 (used with English for a Changing World Cue Book 1); Look Again Pictures, units 7 and 8.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                             | RESOURCES                                                                                                                                                                                                                                                                                                                                                                | INTEGRATION                                                                                                                                     |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify food items orally and in writing.                       | Report info: objects:<br>Those are pears.<br>I like beans.<br>This apple is good.                                                                                         | <u>Real-Life English (Pre-Lit Wkbk)</u> , p. 21-22<br><u>Survival English 1</u> , p. 133, 138, 154<br><u>Basic Oxford Picture Dictionary</u> , p. 34-37<br><u>New Oxford Picture Dictionary</u> , p. 6-13<br><u>Basic Vocabulary Builder</u> , #5, 6<br><u>English for a Changing World-Cue Book 1</u> ; charts 12 and 13 (visuals)<br>Oxford Picture Dictionary Posters | Structures:<br>Demonstratives<br>Singular/plural<br>Simple present<br><br>Cross-culture: foods from native country                              |
| 2. Ask for food items in a store.                                   | Express needs:<br>May I have a pound of ham?<br><br>Seek/report info: location:<br>Where are the drinks?<br><br>Make/respond to request: clarification:<br>Please repeat. | <u>A New Start</u> , p. 21, 45                                                                                                                                                                                                                                                                                                                                           | Structures:<br>Modal - may<br>Questions - wh & yes/no                                                                                           |
| 3. Identify clothing items orally and in writing, including colors. | Report info: objects:<br>This is a jacket.<br>Those slippers are orange.<br><br>Express needs/wants:<br>I want to buy a red sweater.<br>She needs new, brown shoes.       | <u>Basic Vocabulary Builder</u> , #1, 2, 3<br><u>Survival English 1</u> , p. 157-161, 176<br><u>Basic Oxford Picture Dictionary</u> , p. 9, 48-51<br><u>New Oxford Picture Dictionary</u> , p. 19-24<br><u>English for a Changing World, Cue Book 1</u> , charts 8 and 14 (visuals)<br><br>Oxford Picture Dictionary Posters                                             | Structures: Demonstratives<br>Simple present<br>Singular/plural<br>Adjective + noun<br><br>Cross-culture: traditional clothes in native country |

# CONSUMERISM LEVEL 100

| OBJECTIVES                                                                                                                                                                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                  | INTEGRATION                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Given visuals of clothing and food, ask and answer questions about price.                                                                                                                                                                  | <p>Seek/report info: price:<br/>How much is this?<br/>How much are these pants?<br/>It's \$2.50 a pound.</p> <p>Make/respond to requests: clarification<br/>Please repeat that.<br/>I said \$2.75.</p> | <p>Access, p. 98-100 (T)<br/>A New Start, p. 39-40<br/>Survival English 1, p. 142-143, 163-164<br/>Find Out, p. 14<br/>Neighbor to Neighbor, Module 4, unit 2</p> <p>Oxford Picture Dictionary Posters</p> | <p>Money: ask price<br/>Enabling Skills: numbers</p> <p>Structures:<br/>Questions- yes/no &amp; wh<br/>Singular/plural<br/>Count/non-count</p> |
| 5. Express/inquire about likes and dislikes.                                                                                                                                                                                                  | <p>Express/inquire about likes/dislikes<br/>I like pizza.<br/>Do you like this hat?<br/>I don't like milk.</p>                                                                                         | <p>Survival English 1, p. 139<br/>Find Out, p. 9-12<br/>Small Talk, p. 28<br/>Drawing Out, p. 23<br/>Starting to Read, p. 75-76<br/>Basic Oxford Picture Dictionary, p. 44-45</p>                          | <p>Structures:<br/>Questions - yes/no<br/>Simple present<br/>Negatives</p> <p>Cross-culture: taboo foods</p>                                   |
| 6. Address an envelope.                                                                                                                                                                                                                       |                                                                                                                                                                                                        | <p>Real Life English (Pre-Lit Wkbk), p. 10<br/>Survival English 1, p. 237<br/>A New Start Wkbk, p. 17-19</p>                                                                                               | <p>Enabling Skills: numbers<br/>Getting Started: forms<br/>Health: forms<br/>Money: money order</p>                                            |
| 7. Request stamps at a post office.                                                                                                                                                                                                           | <p>Express needs/wants:<br/>I need three 29 cent stamps.<br/>Please give me 1 aerogram.</p>                                                                                                            | <p>First Words, p. 107-108<br/>Survival English 1, p. 235-236<br/>Expressways: Foundations, p. 67<br/>New Oxford Picture Dictionary, p. 46<br/>Basic Oxford Picture Dictionary, p. 71</p>                  | <p>Money: request money order</p> <p>Enabling Skills: numbers</p> <p>Structures:<br/>Simple present</p>                                        |
| <p><b>CAVAV:</b> Teacher-made language master cards - Food, Fruit, Vegetables, Clothing, Accessories. <u>Basic Vocabulary Builder software</u>: same categories as Language Master. <u>English Express</u> - Fruits, Vegetable, Clothing.</p> |                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                                                                                                                                |

## HEALTH LEVEL 100

**Developmental Reading:** See end of level for objectives. Picture Stories; unit 2 (visuals)

**Developmental Writing:** See end of level for objectives. Picture Stories; unit 2 (visuals); Look Again Pictures; unit 9

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                                                                            | INTEGRATION                                                                                              |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. Given a visual of a human body, identify parts orally and in writing.                              | Report info: objects:<br>Head<br>My shoulder<br>His neck<br>Her arms                                                        | <u>Survival English 1</u> , p. 86, 106<br><u>First Words</u> , p. 87<br><u>Basic Vocabulary Builder</u> , #7<br><u>Access</u> , p. 88 (T)<br><u>Real Life English (Pre-Lit Wkbk)</u> , p. 37<br><u>Neighbor to Neighbor</u> , Module 6, Unit 1<br><u>Basic Oxford Picture Dictionary</u> , p. 58-60<br><u>New Oxford Picture Dictionary</u> , p. 4-5 | Structures:<br>Possessives<br>Singular/plural                                                            |
| 2. Given visuals of people who are sick or injured, ask and answer questions about illness or injury. | Express/inquire about condition:<br>What's the matter?<br>I have a headache.<br>Does your back hurt?<br>Yes, my back hurts. | <u>Survival English 1</u> , p. 87-91<br><u>Access</u> , p. 87 (T)<br><u>Expressways: Foundations</u> , p. 50, 52 (visuals)<br><u>Neighbor to Neighbor</u> , Module 6, Unit 2<br><u>Basic Oxford Picture Dictionary</u> , p. 62-63<br><u>New Oxford Picture Dictionary</u> , p. 39-41                                                                 | Structures:<br>Simple present<br>Possessive adjectives<br>Questions: wh & yes/no                         |
| 3. Fill out a simplified health form.                                                                 |                                                                                                                             | <u>Survival English 1</u> , p. 96<br><u>Real Life English (Pre-Lit Wkbk)</u> , p. 38                                                                                                                                                                                                                                                                 | Enabling skills: letters, numbers, data vocabulary<br><br>Getting Started: ID forms<br>Work: application |

| HEALTH LEVEL 100                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                | RESOURCES                                                                                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                                           |
| 4. Given visuals of an emergency, simulate a 911 call and request the appropriate assistance giving name, address and telephone number.                                                                                                                               | <p>Make request: assistance:<br/>Emergency! Police! Fire!<br/>Ambulance!<br/>Please hurry!</p> <p>Report info: self:<br/>My address is ...<br/>My phone number is...</p> <p>Make/respond to requests: clarification:<br/>The spelling is ....<br/>I don't speak English.</p> | <p><u>Neighbor to Neighbor</u>, Module 6, unit 3<br/><u>Practical Vocabulary Builder</u>, #16<br/><u>Access</u>, p. 91 (T)<br/><u>Basic Oxford Picture Dictionary</u>, p. 74-75<br/><u>New Oxford Picture Dictionary</u>, p. 42</p> <p>Arlington Survival Video: 911<br/>911 stickers available from police department</p> | <p>Enabling Skills: numbers<br/>Getting Started: personal ID</p> <p>Structures:<br/>Possessive adjectives<br/>Simple present<br/>Subject Pronouns<br/>Imperatives</p> |
| <b>CAI/AV:</b> Teacher-made language master cards: Health, Body Parts; <u>Basic Vocabulary Builder</u> software: Health, Body Parts; <u>Quick Talk</u> : Health; <u>GOAL</u> : Lee's story, Tran's story; <u>Facemaker</u> ; <u>English Express</u> : Doctor, Dentist |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                       |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 100

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

| OBJECTIVES                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                    | INTEGRATION                   |
|---------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------|
| 1. Identify name of holiday or special occasion.                                | Report info: descriptive<br>Tomorrow is Independence Day.        | Structures:<br>Simple present |
| 2. State reasons for celebration.                                               | Report info: descriptive<br>July 4th is the birthday of the U.S. | Structure:<br>Simple present  |
| 3. Identify major historical facts relevant to the holiday or special occasion. | Report info: descriptive<br>The United States became free.       | Structure:<br>Simple past     |
| 4. Describe how the holiday or special occasion is celebrated.                  | Report info: descriptive<br>We have picnics and fireworks.       | Structure:<br>Simple present  |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 100

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              | RESOURCES                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holidays in Chronological Order:</u><br><br>New Year's<br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day<br>Halloween | Columbus Day<br>Election Day<br>Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br><br>Friday the 13th<br>religious holidays<br><br><u>Cross-Culture:</u><br><br>birthdays<br>marriages<br>births/deaths | <u>ESL Teacher's Holiday Kit</u><br><u>Here to Stay in the USA</u><br><u>Voices of Freedom 1</u><br><u>Basic Oxford Picture Dictionary,</u><br>p. 17, 94-94 (Holidays)<br><u>Basic Vocabulary Builder, #31</u><br><br>Field trips: memorials, National<br>Archives, museums, Arlington<br>Cemetery |
| CAVAV: <u>Basic Vocabulary Builder: holidays</u>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |



## MONEY LEVEL 100

**Developmental Reading:** See end of level for objectives. Picture Stories, p. 25-27

**Developmental Writing:** See end of level for objectives. Picture Stories, p. 25

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVE                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                         | INTEGRATION                                                                                                                                                  |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify coins and bills by name and value.                                 | Report info: objects/signs/symbols:<br>I have a quarter.<br>A dime is 10 cents.                                                                                                         | <u>Small Talk</u> , pg. 50, #4<br><u>New Oxford Picture Dictionary</u> , p. 13<br><u>Basic Oxford Picture Dictionary</u> , p. 10<br><u>First Words</u> , p. 49-50<br><u>Access</u> , p. 94-96 (T)<br><u>Survival English 1</u> , p. 61-63<br><u>Real Conversations</u> , unit 4<br><u>Neighbor to Neighbor</u> , Module 4, Unit 1 | Enabling skills: say numbers<br>President's Day: money<br><br>Structures:<br>Simple present<br>Singular/plural<br><br>Cross-culture: money in native country |
| 2. Given amounts under \$20.00, ask about price and produce requested amounts. | Seek/report info: price<br>How much is this (jacket)?<br>How much are these (shoes)?<br>Make/respond to request for clarification:<br>Please repeat.<br>\$3.00?<br>How much?<br>\$3.00. | <u>Access</u> , p. 93, 97 (T)<br><u>First Words</u> , p. 54<br><u>Survival English 1</u> , p. 64<br><u>Before Book One</u> , 13-16 (T)<br><u>From the Start</u> , units 1, 3 and 4 (T)                                                                                                                                            | Consumerism: ask price<br><br>Enabling skills: say numbers<br><br>Structures:<br>Simple present<br>Questions: how much<br>Singular/plural<br>Demonstratives  |
| 3. Given a price tag, produce the correct amount.                              |                                                                                                                                                                                         | <u>Survival English 1</u> , p. 232-233<br><u>Real Conversations</u> , unit 4<br><br>Real price tags that students and teacher bring in                                                                                                                                                                                            | Consumerism<br><br>Enabling skills: read numbers                                                                                                             |

# MONEY LEVEL 100

| OBJECTIVES                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                       | RESOURCES                                                                       | INTEGRATION                                                                                                      |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 4. Request and respond to requests for change.                                  | Express/inquire about needs:<br>Do you have change for a quarter?<br>Here you are.<br>No, I don't.<br><br>Make/respond to request: clarification:<br>Please repeat. | <u>A New Start</u> , p. 19-20                                                   | Enabling skills: say numbers<br><br>Structures:<br>Simple present<br>Yes/No questions<br>Negatives               |
| 5. Request various money-related forms, eg. money order, deposit slip, receipt. | Express needs:<br>May I have a money order for \$...<br>I need a receipt.                                                                                           | <u>Basic Oxford Picture Dictionary</u> , p. 70-71<br><u>A New Start</u> , p. 94 | Enabling Skills: say numbers<br><br>Structures:<br>Simple present<br>May                                         |
| 6. Complete various money-related forms, eg. money order, checks, deposit slip. |                                                                                                                                                                     |                                                                                 | Getting Started: forms<br>Health: forms<br><br>Enabling skills: data<br>vocabulary, write letters and<br>numbers |
| CAVAV: <u>Invest</u> ; <u>Money</u> ; <u>Moneyworks</u>                         |                                                                                                                                                                     |                                                                                 |                                                                                                                  |

## TIME AND WEATHER LEVEL 100

**Developmental Reading:** See end of level for objectives. Starting to Read, p. 67-69; Write On Cue, "Reading to Write #5"(used with English For a Changing World Cue Book)

**Developmental Writing:** See end of level for objectives. Starting to Read, p. 64-65, 70-71

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                           | FUNCTIONS AND SAMPLE LANGUAGE                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                      | INTEGRATION                                                                                                                                                           |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals of analog and digital clocks, ask and answer questions about times. | <p>Seek/report information: time<br/>What time is it?<br/>It's ...</p> <p>Report info: signs/symbols:<br/>3:00 p.m.</p> | <p><u>Basic Oxford Picture Dictionary</u>, p. 7<br/><u>Access</u>, p. 79-82 (T)<br/><u>Real-Life English (Pre-Lit Wkbk)</u>, p. 16-17<br/><u>Before Book One</u>, p. 17-23 (T)<br/><u>Survival English 1</u>, p. 55-58<br/><u>Neighbor to Neighbor</u>, Module 2, Unit 1</p> <p>Toy clocks</p> | <p>Enabling Skills: say numbers</p> <p>Structures:<br/>Simple present<br/>Wh-questions</p>                                                                            |
| 2. Given visuals of analog and digital clocks, write times.                          |                                                                                                                         | <p><u>A New Start</u>, p. 63-67<br/><u>Basic Oxford Picture Dictionary</u>, p. 7<br/><u>Basic Oxford Picture Dictionary Wkbk</u>, p. 7</p>                                                                                                                                                     | <p>Enabling skills: numbers</p>                                                                                                                                       |
| 3. Ask and answer questions about dates.                                             | <p>Seek/report information: time:<br/>What's your birth date?<br/>Today is ...<br/>When is... ?</p>                     | <p><u>First Words</u>, p. 85<br/><u>Basic Oxford Picture Dictionary</u>, p. 4, 5</p>                                                                                                                                                                                                           | <p>Getting Started: ID<br/>Holidays</p> <p>Structures:<br/>Simple present<br/>Wh-questions: what, when</p> <p>Cross-culture: appropriate reasons to ask about age</p> |

# TIME AND WEATHER LEVEL 100

| OBJECTIVES                                                                                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Read and write dates including abbreviated forms.                                                                                                              |                                                                                                                                                                             | <u>Survival English 1</u> , p. 47-52<br><u>First Words</u> , p. 79-84<br><u>Basic Oxford Picture Dictionary Workbook</u> , p. 5                                                                                                                                                                                                                            | Enabling Skills: read data vocabulary<br><br>Getting Started: forms<br>Health: forms<br>Money: forms<br>Work: application                                                              |
| 5. Describe daily routine.                                                                                                                                        | Report information: chronological<br>I get up at 7:00.<br>I go to sleep at 10:00.<br>I arrive at school at 9:00.                                                            | <u>Basic Oxford Picture Dictionary</u> , p. 14, 15<br><u>Basic Oxford Picture Dictionary Wkbk</u> , p. 15<br><u>Neighbor to Neighbor</u> , Module 2, Unit 2<br><u>A New Start</u> , p. 103-104 (visuals)<br><u>English for a Changing World Cue Book 3</u> , chart 2 (visuals)                                                                             | Enabling Skills: say numbers<br><br>Structures:<br>Simple present<br>Prepositions: time<br>Subject pronouns<br><br>Cross-culture: being punctual                                       |
| 6. Given visuals of weather conditions and seasons, ask and answer questions.                                                                                     | Seek/report information: condition:<br>How's the weather?<br>It's hot today.<br>It's raining now.<br>Winter is very cold in Arlington.<br>Summer is very hot in my country. | <u>Basic Oxford Picture Dictionary</u> , p.8<br><u>Basic Oxford Picture Dictionary Workbook</u> , p. 8<br><u>Survival English 1</u> , p. 53-54<br><u>Small Talk</u> , p. 55 #1 and 56 #3<br><u>Expressways: Foundations</u> , p. 84<br><u>New Oxford Picture Dictionary</u> , p. 25<br><u>English for A Changing World - Cue Book 1</u> chart 19 (visuals) | Getting Started: seasonal emergencies<br><br>Structures:<br>Simple present<br>Present continuous<br>Wh-questions - how<br>Very<br><br>Cross-culture: compare climate to native country |
| CA/AV: Teacher-made Language Master cards - Seasons and Weather. <u>Basic Vocabulary Builder</u> software - Seasons and weather. <u>Invest</u> - Time, Clockworks |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                        |

## TRANSPORTATION LEVEL 100

**Developmental Reading:** See end of level for objectives. Look Again Pictures, #4, 6 (visuals)

**Developmental Writing:** See end of level for objectives. Write On Cue, exercise 109 (use with English for a Changing World Cue Book 1); Look Again Pictures, #4, 6 (visuals)

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                | RESOURCES                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                      |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals, identify types of transportation.                              | Report info: objects:<br>Car, bus, train, airplane, taxi,<br>metro train                     | Basic Vocabulary Builder, #19<br>Basic Oxford Picture Dictionary, p. 76<br>New Oxford Picture Dictionary, p.54-55<br>Survival English 1, p. 131<br>English for a Changing World:<br>Cue Book 1, chart 3 (visuals)<br><br>Oxford Picture Dictionary Posters |                                                                                                                                                  |
| 2. Ask and answer questions about transportation used to get to school and work. | Seek/report info: self/others<br>How do you go to school/work?<br>I walk.<br>I take the bus. | Survival English 1, p. 108-111, 113<br><br>Information grids, (see needs<br>assessment appendix)                                                                                                                                                           | Structures:<br>simple present<br>preposition of place - to<br>wh-questions<br><br>Cross-culture: modes of<br>transportation in native<br>country |

| TRANSPORTATION LEVEL 100                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                      | INTEGRATION                                                                                                                                                      |
| 3. Ask and answer questions about bus/metro information.                                                                                        | <p>Seek/report info: location, time, price<br/>           Where is the bus stop?<br/>           Where does this bus go?<br/>           Does this bus go to Ballston?<br/>           This bus goes to Ballston.<br/>           When does the bus come?<br/>           The bus comes at 12:15.<br/>           How much does it cost?</p> <p>Make/respond to request: clarification:<br/>           Excuse me. Please repeat that.</p> | <p><u>Survival English 1</u>, p. 112, 117<br/> <u>First Words</u>, p. 119<br/> <u>Access</u>, p. 77-78 (T)<br/> <u>Small Talk</u>, p. 60, #2</p>                               | <p>Time/Weather: time questions</p> <p>Structures:<br/>           prepositions of place - to, at<br/>           wh-questions<br/>           yes/no questions</p> |
| 4. Give and follow directions for using metro fare card machine.                                                                                | <p>Instruct/respond to instructions:<br/>           Put \$1.00 here.<br/>           Press here.</p>                                                                                                                                                                                                                                                                                                                                 | Field trip to metro station                                                                                                                                                    | <p>Enabling Skills: say numbers</p> <p>Structures: imperative</p>                                                                                                |
| 5. Given a simplified map, identify vicinity of home, school, and work.                                                                         | <p>Report info: location<br/>           This is my street.<br/>           This is my school.<br/>           I work here.</p>                                                                                                                                                                                                                                                                                                        | Simplified local Maps                                                                                                                                                          | <p>Getting Started: maps</p> <p>Structures: Demonstratives<br/>           Simple Present</p>                                                                     |
| 6. Given visuals, identify common traffic signs.                                                                                                | <p>Report info: objects/signs/symbols:<br/>           Don't Walk<br/>           Stop<br/>           One Way</p>                                                                                                                                                                                                                                                                                                                     | <p><u>Real-Life English (Pre-Lit Wkbk)</u>, p. 47<br/> <u>Survival English 1</u>, p. 127<br/> <u>Practical Vocabulary Builder</u>, # 9</p> <p>Field trip around the school</p> | <p>Classroom and Work: signs</p> <p>Structures:<br/>           Imperative</p> <p>Cross-culture: signs used in native country</p>                                 |
| CAVAV: Teacher-made Language Master cards - Transportation. <u>Basic Vocabulary Builder</u> software - Transportation; <u>Kid's Ware</u> - City |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |                                                                                                                                                                  |



## WORKING IN THE USA LEVEL 100

**Developmental Reading:** See end of level for objectives. Personal Stories 1; Weekday activity units

**Developmental Writing:** See end of level for objectives. A New Start; p 81-82 (visuals)

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                       | RESOURCES                                                                                                                                                                                    | INTEGRATION                                                                                             |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. Given visuals of occupations, identify job titles.          | Report info: others:<br>He's a teacher.<br>She's a plumber.                                                         | <u>Basic Vocabulary Builder</u> , # 23<br><u>Basic Oxford Picture Dictionary</u> , p. 84-86<br><u>Survival English 1</u> , p. 203-206, 221<br><u>Neighbor to Neighbor</u> , Module 8, Unit 1 | Structures:<br>Simple present<br>Subject pronouns                                                       |
| 2. Ask and answer questions about past and present employment. | Seek/report information: self<br>What's your job?<br>I'm not working now.<br>What was your job?<br>I was a teacher. | <u>Survival English 1</u> , p. 207-208, 211<br><u>Neighbor to Neighbor</u> , module 8, unit 2<br><br>Information grids                                                                       | Structures:<br>Questions: wh<br>Simple present<br>Simple past<br>Present continuous                     |
| 3. Fill out simplified employment application.                 |                                                                                                                     | <u>Survival English 1</u> , p. 213, 215<br><u>Real-Life English (Pre-Lit Wkbk)</u> , p. 42-45<br><u>A New Start</u> , p. 70                                                                  | Getting Started: forms<br>Health: forms<br><br>Enabling skills: write letters, numbers; data vocabulary |
| 4. Follow two-step instructions to complete a job task.        | Respond to instructions:<br>Close the cover.<br>Press the start button.                                             | <u>A New Start</u> , p. 76 (visual)<br><u>Moving On</u> , p. 50 (visuals)                                                                                                                    | Classroom: commands<br>Transportation: metro machine<br><br>Structures:<br>Imperative                   |

# WORKING IN THE USA LEVEL 100

| OBJECTIVES                                                                                                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                    | RESOURCES                                               | INTEGRATION                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 5. Ask for clarification of instructions.                                                                                                                                     | Make/respond to requests:<br>clarification:<br>Please show me.<br>Please repeat. |                                                         | All units; all appropriate objectives<br><br>Cross-culture: appropriateness of asking for clarification |
| 6. Given common workplace signs, demonstrate meaning.                                                                                                                         | Report info: signs/symbols:<br>Caution.<br>Do Not Enter                          | <u>A New Start</u> , p. 91-92<br>Workplace kits (signs) | Classroom: signs<br>Transportation: signs<br><br>Cross-culture: signs used in native country            |
| CA/AV: Teacher-made language master cards: occupations; <u>Basic Vocabulary Builder</u> : Occupations; <u>Invest</u> : Survival Skills 1.5 Information signs 1, Wordbanks 6-7 |                                                                                  |                                                         |                                                                                                         |

## WRITING DEVELOPMENT - 100

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual topic units: Developmental Writing.)

**LEVEL OBJECTIVE:** To generate simple sentences.

**VARIABLES:**

- \* given a model
- \* personal experiences
- \* level appropriate

The goal for writing development for level 100 is to reach level 150. See entry level descriptions.

**EVALUATION CRITERIA:**

- \* conveys ideas to readers
- \* correct word order for simple sentence
- \* sentences and proper nouns are capitalized

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### WRITING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Brainstorm using visuals or personal experience  
Participate in generating language experience stories

- brainstorm
- copy sentences
- sequence sentences

Use capitalization in initial word in sentence, names, and addresses

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Starting to Read  
Personal Stories 1  
Picture Stories  
New Oxford Picture Dictionary  
Basic Oxford Picture Dictionary  
Look Again Pictures  
Drawing Out  
Write on Cue (used with English for a Changing World: Cue Book 1)  
Here to Stay in the USA  
Voices of Freedom 1

Field trips and follow-up writing  
 Language Experience Stories

## READING DEVELOPMENT - 100

Reading development is integral to this curriculum and has been integrated into every topic unit (see individual units: Developmental Reading).

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**

- familiar topics
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development at level 100 is to reach level 150. See entry level descriptions.

**EVALUATION CRITERIA:**

- Answer factual questions (yes/no)
- Identify sequence of simple narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING:

Make predictions using visuals  
Locate information in text  
Identify sequence of a story

#### VOCABULARY:

Use phonics and sounding-out to decode new words (matching letters to sounds, initial consonants and vowel sounds)  
Match words and phrases with pictures  
Categorize vocabulary (eg. antonyms)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Starting to Read  
Consonants Sound Easy  
Personal Stories 1  
New Oxford Picture Dictionary  
Basic Oxford Picture Dictionary  
ESL Teachers' Holiday Kit  
Voices of Freedom 1  
Here to Stay in the USA

Student generated texts

## ENABLING SKILLS LEVEL 100

**Needs Assessment:** The following skills are skills which enable students to achieve 100 level lifeskills competencies. These skills are necessary for learners to know in order to successfully complete many of the competencies in the 100 units. These skills should be evaluated at the beginning of the course. If students can not demonstrate ability in these skills, time should be taken to teach these before moving to the competencies. These skills should also be evaluated at mid-cycle and at the end of the cycle (see progress report).

| ENABLING SKILLS OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES                                                                                                                                                                                                                                                 | INTEGRATION                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize capital and small letters of the alphabet.</li> <li>2. Recite alphabet in correct order.</li> <li>3. Write capital and small letters.</li> <li>4. Print alphabet in order without prompting.</li> <li>5. Write letters from dictation.</li> <li>6. Say numbers 1-100.</li> <li>7. Write numbers 0-100 without assistance.</li> <li>8. Write numbers from dictation.</li> <li>9. Sight read own name.</li> <li>10. Sight read data vocabulary: address, telephone number, date, birthplace, age, sex, male, female, social security number, signature.</li> </ol> | <p>Access, p. 11-55 (T)<br/> First Words, p. 1, 3, 5<br/> A New Start: Literacy Workbook, p. 5-28<br/> Real-Life English (Pre-Lit Wkbk), unit 1 and p. 51-60<br/> Before Book One, unit 1 (T)</p> <p>BINGO Game<br/> Alphabet cards<br/> Number cards</p> | <p>Getting Started: Personal ID, forms</p> <p>Consumerism: prices, address an envelope, purchase stamps</p> <p>Health: health form, call 911</p> <p>Money: all objectives</p> <p>Time/Weather: times, birth date, daily routine</p> <p>Transportation: metro card</p> <p>Work: application</p> |
| <p><b>CAVAV:</b> Alphabetizing; Teacher-made Language Master cards - alphabet, numbers</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |

| STRUCTURES-100                                  |                                                                        |                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                       | UNIT                                                                   | RESOURCES                                                                                                   |
| <b>ADJECTIVES/PRONOUNS:</b><br>adjective + noun | Consumerism                                                            | <u>Side by Side 1 Activity Workbook</u> ; p. 57, ex. M                                                      |
| demonstrative<br>(that, this)                   | Classroom/Housing, Consumerism,<br>Getting Started, Transportation     | <u>Grammarwork 1</u> ; p. 5                                                                                 |
| possessive                                      | Getting Started, Health                                                | <u>Grammarwork 1</u> ; p.3, 10                                                                              |
| <b>ADVERBIALS:</b><br>very/too/enough           | Time/Weather                                                           |                                                                                                             |
| <b>MODAL VERBS:</b><br>may                      | Consumerism, Money                                                     |                                                                                                             |
| <b>NOUNS:</b><br>count/noncount                 | Consumerism                                                            | <u>Grammarwork 1</u> ; p. 22-23, 28<br><u>Side by Side 1 Activity Workbook</u> ; p. 29, ex. G; p. 51, ex. C |
| singular/plural                                 | Classroom/Housing, Consumerism,<br>Health, Money                       |                                                                                                             |
| <b>PREPOSITIONS:</b><br>place                   | Classroom/Housing, Transportation                                      | <u>Grammarwork 1</u> ; p. 33                                                                                |
| time                                            | Time/Weather                                                           | <u>Grammarwork 1</u> ; p. 60                                                                                |
| <b>VERBS:</b><br>imperative                     | Classroom/Housing, Getting<br>Started, Health, Transportation,<br>Work | <u>Grammarwork 1</u> ; p. 58                                                                                |
| negatives                                       | Classroom/Housing, Consumerism,<br>Getting Started, Money              |                                                                                                             |
| present continuous                              | Time/Weather, Work                                                     |                                                                                                             |
| simple past                                     | Holidays/Special Occasions, Work                                       |                                                                                                             |
| simple present                                  | All Units                                                              |                                                                                                             |
| <b>QUESTIONS:</b><br>wh                         | All Units                                                              | <u>Grammarwork 1</u> ; p. 7, 27                                                                             |
| yes/no                                          | Consumerism, Health, Money,<br>Transportation                          |                                                                                                             |



# **LEVEL 150**

# ENTRY LEVEL DESCRIPTIONS: 150

**150 (Beginning):** Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                            | LISTENING                                                                                                                                                                                                                                                       | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message.</p> <p>Ask and responds to simple learned questions.</p> <p>May repeat words and phrases to clarify.</p> <p>Has a little to some control of very basic grammar.</p> <p>May be able to say letters of alphabet and numbers.</p> | <p>Understands a number of simple learned phrases. May need slow speech and frequent repetition.</p> <p>May need context, concrete examples, and non-verbal cues to understand oral information.</p> <p>May understand letters of the alphabet and numbers.</p> | <p>Recognizes upper and lower case letters of the alphabet.</p> <p>Relates phonological sounds to initial consonants.</p> <p>Recognizes numbers 1-100</p> <p>Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms).</p> <p>Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations.</p> <p>Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions.</p> <p>Can identify sequence of a simple narrative.</p> <p>May use bilingual dictionary. Has difficulty locating the correct entry.</p> | <p>Can write the letters of the alphabet and numbers 1-100 independently.</p> <p>Copies materials that are personally meaningful. May need assistance.</p> <p>Completes simplified forms which require personal information. May need assistance.</p> <p>Writes short simple sentences. May need assistance.</p> <p>Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance.</p> <p>Has some control of very basic grammar.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 150

### Marking System:

- ⊕ = Achieved competency/function  
√ = More practice is needed  
A = Absent  
NC = Not covered

### Getting Started:

- \_\_\_ 1. Ask/answer question: self, others
- \_\_\_ 2. Complete simplified data form
- \_\_\_ 3. Greet and take leave
- \_\_\_ 4. Introduce self/others
- \_\_\_ 5. Identify immediate family
- \_\_\_ 6. Locate relevant points on map
- \_\_\_ 7. Identify school rules
- \_\_\_ 8. Respond to school policies
- \_\_\_ 9. Write about self
- \_\_\_ 10. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Describe what someone is wearing
- \_\_\_ 2. Identify food items
- \_\_\_ 3. Express/inquire: likes/dislikes
- \_\_\_ 4. Request clothing/food items
- \_\_\_ 5. Ask/answer questions: location of items
- \_\_\_ 6. Ask/answer questions: price, hours
- \_\_\_ 7. Request items at fast food restaurant
- \_\_\_ 8. Make inquiries/requests: post office
- \_\_\_ 9. Address an envelope
- \_\_\_ 10. \_\_\_\_\_

### Health:

- \_\_\_ 1. Identify body parts
- \_\_\_ 2. Ask/answer questions: illness/injury
- \_\_\_ 3. Inquire: someone's health
- \_\_\_ 4. Ask for/give advice
- \_\_\_ 5. Respond to instructions
- \_\_\_ 6. Fill out health form
- \_\_\_ 7. Call 911
- \_\_\_ 8. \_\_\_\_\_

### Holidays and Special Occasions:

- Holiday: \_\_\_\_\_
- \_\_\_ 1. Identify name
  - \_\_\_ 2. State reason for celebration
  - \_\_\_ 3. Identify major historical facts
  - \_\_\_ 4. Describe how it is celebrated
  - \_\_\_ 5. \_\_\_\_\_

### Housing:

- \_\_\_ 1. Ask/answer questions: locations of furniture
- \_\_\_ 2. Describe residence
- \_\_\_ 3. Inquire about apartment for rent
- \_\_\_ 4. Complete simplified housing application
- \_\_\_ 5. \_\_\_\_\_

### Money and Banking:

- \_\_\_ 1. Ask price/produce amounts up to \$100.00
- \_\_\_ 2. Produce price tag amounts

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Level: \_\_\_\_\_

Start Date: \_\_\_\_\_

Type: \_\_\_\_\_

### Money and Banking: (con't)

- \_\_\_ 3. Indicate incorrect change
- \_\_\_ 4. Identify people/items in bank
- \_\_\_ 5. Write a check
- \_\_\_ 6. Fill out bank deposit slip
- \_\_\_ 7. Request service at bank
- \_\_\_ 8. \_\_\_\_\_

### Telephone:

- \_\_\_ 1. Write phone numbers
- \_\_\_ 2. Call to request specific person
- \_\_\_ 3. Take/leave simple message
- \_\_\_ 4. Locate names and numbers on list
- \_\_\_ 5. Give/follow instructions: pay phone
- \_\_\_ 6. \_\_\_\_\_

### Time and Weather:

- \_\_\_ 1. Ask/answer questions: clocks
- \_\_\_ 2. Write times from analog clocks
- \_\_\_ 3. Write times from dictation
- \_\_\_ 4. Read/write abbreviated dates
- \_\_\_ 5. Ask/answer questions: daily routines
- \_\_\_ 6. Ask/answer questions: weather/season
- \_\_\_ 7. Interpret information: weather report/map
- \_\_\_ 8. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. Identify means of transportation
- \_\_\_ 2. Ask/answer questions: transportation
- \_\_\_ 3. Ask/answer questions: bus/metro
- \_\_\_ 4. Request metro bus pass
- \_\_\_ 5. Ask for/give directions
- \_\_\_ 6. Identify points on simplified map
- \_\_\_ 7. Identify common traffic signs
- \_\_\_ 8. \_\_\_\_\_

### Working in the U.S.A.:

- \_\_\_ 1. Identify titles, location, tasks, tools
- \_\_\_ 2. Describe occupation in country
- \_\_\_ 3. Complete simplified application
- \_\_\_ 4. Ask questions: hours/duties
- \_\_\_ 5. State future job goals
- \_\_\_ 6. Follow two-step instructions
- \_\_\_ 7. Demonstrate meaning of workplace signs
- \_\_\_ 8. Call in sick
- \_\_\_ 9. \_\_\_\_\_

### Writing Level Objective:

- \_\_\_ Write a series of simple sentences

### Reading Level Objective:

- \_\_\_ Read simplified narrative

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| <b>BEGINNING</b> | <b>100</b> | <b>150</b> | <b>200</b> | <b>250</b> | <b>300</b> | <b>350</b> | <b>450</b> | <b>550</b> | <b>Exit</b> |
|------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Reading          |            |            |            |            |            |            |            |            |             |
| Writing          |            |            |            |            |            |            |            |            |             |
| Speaking         |            |            |            |            |            |            |            |            |             |
| Listening        |            |            |            |            |            |            |            |            |             |

Teacher Comments: \_\_\_\_\_

Please write *fair, satisfactory, good, or excellent.*

| <b>MID</b> | <b>PROGRESS</b> |
|------------|-----------------|
| Reading    |                 |
| Writing    |                 |
| Speaking   |                 |
| Listening  |                 |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| <b>FINAL</b> | <b>100</b> | <b>150</b> | <b>200</b> | <b>250</b> | <b>300</b> | <b>350</b> | <b>450</b> | <b>550</b> | <b>Exit</b> |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Reading      |            |            |            |            |            |            |            |            |             |
| Writing      |            |            |            |            |            |            |            |            |             |
| Speaking     |            |            |            |            |            |            |            |            |             |
| Listening    |            |            |            |            |            |            |            |            |             |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

| INDEX OF FUNCTIONS: LEVEL 150                                       |           |       |        |      |       |       |           |      |       |      |
|---------------------------------------------------------------------|-----------|-------|--------|------|-------|-------|-----------|------|-------|------|
|                                                                     | Get Start | Cons. | Health | Holl | House | Money | Telephone | Time | Trans | Work |
| <b>Seek &amp; Report Information</b>                                |           |       |        |      |       |       |           |      |       |      |
| Capability                                                          |           |       |        |      |       |       |           |      |       |      |
| Cause/effect                                                        |           |       |        |      |       |       |           |      |       |      |
| Description (color, size, condition, etc.)                          |           | *     |        | *    | *     |       |           | *    |       |      |
| Location/direction                                                  |           | *     |        |      | *     |       |           |      | *     |      |
| Objects/signs/symbols                                               |           | *     | *      |      |       | *     |           |      | *     |      |
| Quantity/price                                                      |           | *     |        |      | *     | *     |           |      | *     |      |
| Report/seek/sell/others                                             | *         |       |        |      |       | *     | *         |      | *     | *    |
| Time/chronological information                                      |           |       |        |      |       |       |           | *    |       | *    |
| <b>Make/Respond to Requests for Clarification</b>                   | *         |       | *      |      | *     | *     | *         |      | *     | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>              |           |       |        |      |       |       |           |      |       |      |
| Likes/preference/satisfaction/compliments                           |           | *     |        |      |       |       |           |      |       |      |
| Needs/wants/intentions                                              |           | *     |        |      |       | *     | *         |      | *     | *    |
| Regrets/apologies/sympathy                                          |           |       |        |      |       |       |           |      |       |      |
| Gratitude/surprise                                                  |           |       |        |      |       |       |           |      |       |      |
| Complaints                                                          |           |       |        |      |       | *     |           |      |       |      |
| Opinions                                                            |           |       |        |      |       |       |           |      |       |      |
| <b>Express/Inquire about conditions (health, pain, worry, mood)</b> |           |       | *      |      |       |       |           |      |       | *    |

# INDEX OF FUNCTIONS: LEVEL 150

|                                                      | Get<br>Start | Cons. | Health | Holl | House | Money | Telephone | Time | Trans | Work |
|------------------------------------------------------|--------------|-------|--------|------|-------|-------|-----------|------|-------|------|
| <b>Make &amp; Respond to Directives:</b>             |              |       |        |      |       |       |           |      |       |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | *            |       | *      |      |       |       | *         |      |       |      |
| Respond to instructions/directives                   | *            |       | *      |      |       |       | *         |      |       | *    |
| Request assistance                                   |              |       | *      |      |       |       |           |      |       |      |
| Give/seek permission                                 |              |       |        |      |       |       |           |      |       |      |
| Give/respond to correction/warning                   |              |       |        |      |       |       |           |      |       |      |
| Make/respond to invitations                          |              |       |        |      |       |       |           |      |       |      |



## RESOURCES: LEVEL 150

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.

### TEXTS

Basic Vocabulary Builder  
Book of Forms  
Basic Oxford Picture Dictionary  
Conversation Book 1  
Drawing Out  
English for a Changing World:  
    Cue Book One  
English for Adult Competency 1  
ESL Teacher's Holiday Activity Kit  
Expressways: Foundations  
Expressways: Foundations Workbook  
Find Out  
From the Start (T)  
Get Ready! Go! Home Free!  
Grammarwork 1  
Grammarwork 2  
Here to Stay in the USA  
Initial Clusters Sounds Easy!  
Invest in Writing: Book 5  
It's Time to Talk  
Jazz Chants for Children  
Let's Work Safely  
Let's Celebrate America  
Lifelines 1

Lifeskills 1  
Living In Arlington  
Longman ESL Literacy  
Look Again Pictures  
New Oxford Picture Dictionary  
Personal Stories 2  
Picture Stories  
Pizza Tastes Great  
Practical Vocabulary Builder  
Practice With Your Partner  
Real-Life English 1 (T)  
Real-Life English WorkBook 1  
Side by Side 1  
Side by Side 1 Activity Workbook  
Small Talk (T)  
Sounds Easy  
Speaking Up at Work  
Stepping Out  
Stories to Tell Our Children  
Survival English 2  
Voices of Freedom 1  
Working in English 1

Write On Cue  
(used with English for a  
Changing World: Cue Book One)

### CAI/AV

Basic Vocabulary Builder (Software)  
English Express  
Interactive Video Disk (Housing)  
Invest Survival Signs  
Invest Survival Skills  
Language Master Cards (teacher made)  
Quick Talk  
Wordbooks (Transportation)

### VIDEOS

Arlington Survival Video: 911  
Side by Side 1

(T) = Tape available

## **INSTRUCTIONAL UNITS: 150**

## GETTING STARTED LEVEL 150

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in the appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

**Developmental Reading:** See end of level for objectives. Side by Side 1, p. 75-75. Stories to Tell Our Children, p. 2-3. Personal Stories 2 (Introduction)

**Developmental Writing:** See end of level for objectives. Survival English 2; p. 146, Personal Stories 2 (Introduction)

| OBJECTIVES                                                                                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                     | RESOURCES                                                                                                                                                      | INTEGRATION                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age, number of children, and marital status) | <p>Seek/report info: self/others<br/>Where are you from?<br/>What's your name?<br/>I am from ...<br/>My name is ...</p> <p>Make/respond to requests: clarification:<br/>Excuse me? Please spell that.<br/>Please repeat that.</p> | <p><u>Real-Life English 1</u>, unit 1<br/><u>Lifelines 1</u>, unit 2<br/><u>From the Start</u>, units 5, 6, 10 (T)<br/><u>Small Talk</u>, p. 8,9</p>           | <p>Health: call 911<br/>Work: call work<br/>Telephone: related objectives</p> <p>Structures: Simple present<br/>Possessive adjectives<br/>Subject pronouns<br/>Wh-questions</p> <p>Cross-culture: taboo questions (eg. age)</p> |
| 2. Complete simplified data form including (information from objective 1 as well as sex, social security number, and signature.)                         |                                                                                                                                                                                                                                   | <p><u>Real-Life English 1</u>, p. 7<br/><u>Lifelines 1</u>, p. 17<br/><u>Working in English 1</u>, p. 17</p>                                                   | <p>Work: forms<br/>Health: forms<br/>Housing: forms</p>                                                                                                                                                                         |
| 3. Greet and take leave.                                                                                                                                 | <p>Report info: self/others:<br/>Hello, how are you?<br/>Good-bye. See you later.</p>                                                                                                                                             | <p><u>Expressways: Foundations</u>, p. 13<br/><u>Small Talk</u>, p. 2, 3, 12</p>                                                                               | <p>Work: call work<br/>Telephone: related objectives</p>                                                                                                                                                                        |
| 4. Introduce self and others.                                                                                                                            | <p>Report info: self/others:<br/>Hello. My name is ...<br/>I'm glad to meet you.<br/>This is my friend,....</p>                                                                                                                   | <p><u>Expressways: Foundations</u>, p. 7<br/><u>Expressways: Foundations, Wkbk</u>, p. 8<br/><u>Small Talk</u>, p. 7<br/><u>Real-Life English 1</u>, p. 11</p> | <p>Telephone: related objectives</p> <p>Structures: Simple present<br/>Possessive adjectives<br/>Demonstratives</p>                                                                                                             |

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# GETTING STARTED LEVEL 150

| OBJECTIVES                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                | RESOURCES                                                                                                                                                                                 | INTEGRATION                                                                                                     |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 5. Identify immediate family relationships.                                                | Report info: others:<br>This is my mother.<br>I have 3 brothers.<br>My sister lives in ...                                                                                   | New Oxford Picture Dictionary, p. 2-3<br>English for Adult Competency 1, p. 14-15<br>A Conversation Book, p. 28-30<br>Drawing Out, p. 11<br>Survival English 2 p. 11-14<br>Student photos | Structures:<br>Simple present<br>Demonstratives<br>Possessive adjectives<br><br>Cross-culture: size of families |
| 6. Locate relevant points on maps (eg. native country, US, Virginia, Arlington)            |                                                                                                                                                                              | Survival English 2; unit 6 maps                                                                                                                                                           | Time/Weather: weather maps                                                                                      |
| 7. Identify school rules and policies. (see sample language and school policies brochures) | Advise/instruct someone to do something:<br>No smoking in the school.<br>Don't double park.<br>No children in class.<br>Next Monday is a holiday.                            | School brochures                                                                                                                                                                          | Work: follow instructions<br><br>Structures:<br>Imperatives<br>Negatives                                        |
| 8. Respond to seasonal emergency procedures: fire drills, tornado drills, etc.             | Respond to instructions:<br>Turn right and go downstairs.<br>Exit quickly.<br>Don't touch the lights.<br>Get down on your hands and knees.<br>Put your hands over your head. | School emergency procedures                                                                                                                                                               | Work: follow instructions<br>Time/Weather: weather, seasons<br><br>Structures:<br>Imperatives<br>negatives      |
| 9. Write a timeline, including past and present events as well as future goals.            | Report info: self:<br>I came to the US in ...<br>I want to/will study ...                                                                                                    | Drawing Out, p. 25 and 97<br>Survival English 2, p. 150-153<br>Self-generated timelines.                                                                                                  | Work: goals<br><br>Structures: Present, past, future<br>Prepositions - time, place                              |
| CA/AV: Teacher-made Language Master cards: Personal ID.                                    |                                                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                 |

## CONSUMERISM LEVEL 150

**Developmental Reading:** See end of level for objectives. The Pizza Tastes Great; selections from Food and Shopping units.

**Developmental Writing:** See end of level for objectives. Drawing Out; p. 27, 33. Look Again Pictures; #3, #7.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                            | RESOURCES                                                                                                                                                                                                                                                                                                                                                      | INTEGRATION                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe what someone is wearing, including size and color.                                      | Report info: descriptive<br>She's wearing a large, blue sweater.<br>He is wearing a new coat.<br>He is wearing red shoes.<br>He isn't wearing a jacket.  | <u>Write on Cue</u> , ex. 82, 83<br><u>Jazz Chants for Children</u> , p. 5<br><u>Real Life English 1</u> , p. 62-64, 65-68<br><u>New Oxford Picture Dictionary</u> , p. 19-24, 104<br><u>Basic Oxford Picture Dictionary</u> , p. 48-54<br><u>English for a Changing World Cue Book 1</u> : charts 8, 14 (visuals)<br><u>Oxford Picture Dictionary Posters</u> | Structures: Negatives<br>Present continuous<br>Adjective + noun<br>Singular/plural<br><br>Cross-culture:<br>traditional clothing |
| 2. Identify food items, orally and in writing.                                                      | Report info: objects:<br>This is a tomato.<br>Those are oranges.                                                                                         | <u>New Oxford Picture Dictionary</u> , p. 6-11<br><u>Basic Oxford Picture Dictionary</u> , p. 34-39<br><u>Real Life English 1</u> , p. 51-53<br><u>Real Life English 1 Wkbk</u> , p. 25<br><u>English for a Changing World Cue Book 1</u> : charts 12, 13 (visuals)<br><u>Oxford Picture Dictionary Posters</u>                                                | Structures:<br>Simple present<br>Demonstratives<br>Cross-culture:<br>traditional food, taboo foods                               |
| 3. Express/Inquire about likes and dislikes.                                                        | Express/Inquire about likes/dislikes:<br>I like this blouse.<br>This is a good sandwich.<br>Do you like papaya?<br>I don't like ...                      | <u>Lifelines 1</u> , unit 13<br><u>Survival English 1</u> , p. 139                                                                                                                                                                                                                                                                                             | Structures: negatives<br>demonstratives<br>adjectives<br>yes/no questions<br>Cross-culture: taboo foods                          |
| 4. Request clothing/food items, including description of containers, quantities and sizes of items. | Express/Inquire about needs:<br>I'd like a pound of onions.<br>Do you have this sweater in medium?<br>I need a carton of milk.<br>Do you have any cakes? | <u>English for Adult Competency 1</u> , p. 28-29, 109-110<br><u>New Oxford Picture Dictionary</u> , p. 12-13<br><u>Lifeskills 1</u> , p. 43-44<br><u>Real Life English 1 Wkbk</u> , p. 26<br><u>Get Ready, Go, Home Free</u> , p. 7                                                                                                                            | Structures:<br>Singular/plural<br>Yes/no questions<br>Some/any<br>Count/non-count                                                |

# CONSUMERISM LEVEL 150

| OBJECTIVES                                                                                                                                                                                                                                                                        | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Ask and answer questions about location of items in a store.                                                                                                                                                                                                                   | Seek/report info: location:<br>Where is the shoe department?<br>Where is the bread?<br>It's in aisle 6 on the left.<br>They're on the second floor. | <u>Survival English 2</u> , p. 45-47<br><u>English for Adult Competency 1</u> , p. 33<br><u>Lifeskills 1</u> , p. 46<br><u>Lifelines 1</u> , units 10 and 12<br><u>Expressways: Foundations</u> , p. 36, 62,65<br><u>Expressways: Foundations Wkbk A</u> , p. 34-35, 60<br><u>New Oxford Picture Dictionary</u> , p. 14-15<br><u>Get Ready, Go, Home Free</u> , p. 13, 101 | Transportation:<br>directions<br>Housing: location of items<br>Structures:<br>Prepositions of place<br>Singular/plural<br>Wh-question - where<br>Cross-culture:<br>shopping |
| 6. Ask and answer questions about the price of items, store hours, and sale items.                                                                                                                                                                                                | Seek/report info: price:<br>How much is the coat?<br>It's \$35.00<br>Is this meat on sale?<br>What are your store hours?                            | <u>Real Life English 1</u> , p. 69-70<br><u>Lifelines 1</u> , unit 13<br><u>English for Adult Competency 1</u> , p. 32<br><u>Lifeskills 1</u> , p. 45<br><br>Food and clothing ads                                                                                                                                                                                         | Money/Banking: prices<br>Housing: ask about rent<br>Structures:<br>singular/plural<br>questions                                                                             |
| 7. Request items at a fast food restaurant.                                                                                                                                                                                                                                       | Express/inquire about needs:<br>I'd like a large coke.<br>Can/May I have a cheeseburger?                                                            | <u>From the Start</u> , unit 8 (T)<br><u>Expressways: Foundations</u> , p. 134<br><u>Expressways Foundations Wkbk</u> , p. 34-36<br>Menus from local restaurants                                                                                                                                                                                                           | Structures:<br>would like, can, may<br>Cross-culture: fast food                                                                                                             |
| 8. Make inquiries/requests at the post office about price.                                                                                                                                                                                                                        | Express/inquire about needs/wants:<br>How much is a post card?<br>Do you have aerograms?<br>I need to send this first class.                        | <u>English for Adult Competency 1</u> , p. 149<br><u>Get Ready, Go, Home Free</u> , p. 158, 161<br><u>Lifelines 1</u> , unit 16<br><u>New Oxford Picture Dictionary</u> , p. 46<br><u>Basic Oxford Picture Dictionary</u> , p. 71                                                                                                                                          | Money: ask price<br>Structures: how much<br>simple present<br>yes/no questions                                                                                              |
| 9. Address an envelope.                                                                                                                                                                                                                                                           |                                                                                                                                                     | envelopes                                                                                                                                                                                                                                                                                                                                                                  | Getting Started: forms                                                                                                                                                      |
| <b>CAVAV:</b> <u>English Express Speech Master/Language Builder</u> : Fruits, Vegetables, Supermarket, Fast food, Men's/Women's Accessories, Clothing. <u>Invest</u> : Survival signs: Walker 2.5, Commercial II 18-21; 3.0 Restaurant 22-24; Grocery 1: 25-26. Grocery 2, 27-28. |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                             |



## HEALTH LEVEL 150

**Developmental Reading:** See end of level for objectives. English for Adult Competency 1, p. 67; Real Life English 1, p. 90; Personal Stories 2, p. 8-11; Picture Stories, unit 4

**Developmental Writing:** See end of level for objectives. Personal Stories 2, p. 8-11; Picture Stories, unit 4

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                           | FUNCTIONS AND SAMPLE LANGUAGE                                                                                               | RESOURCES                                                                                                                                                                                                                        | INTEGRATION                                                                                  |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. Given visuals, identify body parts.                                                               | Report info: objects:<br>It's his stomach.<br>They're her elbows.<br>That's his foot.                                       | <u>New Oxford Picture Dictionary</u> , p. 4-5<br><u>Basic Vocabulary Builder</u> , #9<br><u>Practical Vocabulary Builder</u> , #16<br><u>Real Life English 1</u> , p. 89, 97<br><u>English for Adult Competency 1</u> , p. 44-45 | Structures:<br>simple present<br>possessive adjectives<br>subject pronouns<br>demonstratives |
| 2. Given visuals of common illnesses and injuries, ask and answer questions about illness or injury. | Express/inquire about condition:<br>What's the matter?<br>I have a backache.<br>My baby has a rash.<br>My ankle hurts.      | <u>New Oxford Picture Dictionary</u> , p. 40-41<br><u>Lifelines 1</u> , p. 54-55<br><u>Real Life English 1</u> , p. 93-94                                                                                                        | Structures:<br>simple present<br>possessive adjective                                        |
| 3. Inquire about someone's health and express sympathy.                                              | Express/inquire about pain:<br>What's wrong?<br>What's the matter?<br>I'm sorry to hear that.<br>I hope you feel better.    | <u>English for Adult Competency 1</u> , p. 46-47<br><u>Expressways: Foundations</u> , p. 50                                                                                                                                      | Work: call in sick<br><br>Structures:<br>wh-questions                                        |
| 4. Given visuals of minor medical problems, ask for and give advice.                                 | Advise/instruct someone to do something:<br>What is good for the flu?<br>You should call a doctor.<br>Drink tea with lemon. | <u>Lifelines 1</u> , unit 15<br><u>Expressways: Foundations</u> , p. 51<br><u>Survival English 2</u> , unit 3                                                                                                                    | Structures:<br>should<br>imperatives<br><br>Cross-culture: home remedies,<br>sharing drugs   |

# HEALTH LEVEL 150

| OBJECTIVES                                                                                                                                                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                                            | INTEGRATION                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Respond to common instructions from a nurse or doctor, eg. lie on your back, roll up your sleeve, open your mouth, take 2 Tylenol.                                                                                                  | Make/respond to request: clarification:<br>Please repeat.<br>Please show me.<br><br>Respond to instructions:<br>Roll up your sleeve.<br>Open your mouth.                    | <u>Expressways: Foundations</u> , p. 54<br><u>Expressways: Foundations Wkbk A</u> , p. 54<br><u>English for Adult Competency 1</u> , p. 57<br><u>Survival English 2</u> , unit 3<br><u>Longman ESL Literacy</u> , p. 151 (visuals)<br><u>Picture Stories</u> , unit 4<br><u>Real Life English 1 Workbook</u> , p. 44 | Getting Started: instructions<br>Work: instructions<br>Telephone: instructions<br><br>Structures:<br>Imperatives<br><br>Cross-culture: when to see a doctor, types of doctors. |
| 6. Fill out a simplified health form.                                                                                                                                                                                                  |                                                                                                                                                                             | <u>English for Adult Competency 1</u> , p. 55-56<br><u>Expressways: Foundations Wkbk</u> , p. 53<br><u>Survival English 2</u> , p. 84-85<br><br>simplified health forms                                                                                                                                              | Getting Started: forms<br>Work: forms<br>Housing: forms                                                                                                                        |
| 7. Given visuals of an emergency situation, simulate a call to 911 and request assistance, stating the nature of the emergency, and giving your name, address, and telephone number.                                                   | Request assistance:<br>Help!<br>I need the police!<br>My husband is choking.<br>Fire! There's a fire at ....<br>My name is ....<br>My address is ...<br>There is a robbery. | <u>Practical Vocabulary Builder</u> : #16<br><u>New Oxford Picture Dictionary</u> , p. 40-41<br><u>English for Adult Competency 1</u> , p. 65-66<br><u>Expressways: Foundations</u> , p. 57<br><u>A Conversation Book 1</u> , p. 128-129<br><br>Arlington Survival Videos: 911<br>Teletrainer                        | Getting Started: personal id<br>Telephone<br><br>Structures:<br>Present continuous<br>There is<br><br>Cross-culture: when (not) to use emergency systems, such as 911          |
| <b>CAVAV:</b> <u>English Express Language Builder and Speech Master</u> : The Doctor, The Dentist; <u>Practical Vocabulary Builder</u> cards: 3 (Dr./Hospital), 16 (Body parts), 31 (Emergencies); <u>Quick Talk</u> : Body and Health |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 150

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

| OBJECTIVES                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                          | INTEGRATION                   |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------|
| 1. Identify name of holiday and/or special occasion.                                | Report info: descriptive:<br>There is no class on Thanksgiving.        | Structures:<br>Simple present |
| 2. State reason for the celebration.                                                | Report info: descriptive:<br>On Thanksgiving, we give thanks for food. | Structures:<br>Simple present |
| 3. Identify major historical facts relevant to the holiday and/or special occasion. | Report info: descriptive:<br>The Pilgrims came in 1620.                | Structures:<br>Simple past    |
| 4. Describe how the holiday and/or special occasion is celebrated.                  | Report info: descriptive:<br>Many families eat turkey and pumpkin pie. | Structures:<br>Simple present |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 150

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                | RESOURCES                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holidays in Chronological Order:</u><br><br>New Year's<br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Groundhog's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day<br>Halloween | Columbus Day<br>Election Day<br>Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br>Friday the 13th<br>religious holidays<br><br><u>Cross-culture:</u><br>birthdays<br>marriages<br>births/deaths<br>holidays in students' native countries | <u>Let's Celebrate America</u><br><u>ESL Teacher's Holiday Kit</u><br><u>The Pizza Tastes Great</u><br><u>Drawing Out</u><br><u>Voices of Freedom 1</u><br><br>Field Trips: memorials, museums, National Archives, Capitol, Arlington Cemetery |
| <b>CAVAV:</b> <u>Basic Vocabulary Builder</u> : teacher-made language master cards - holidays.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                |

## HOUSING LEVEL 150

**DEVELOPMENTAL READING:** See end of level for objectives. Stories to Tell Our Children, p. 24-27

**DEVELOPMENTAL WRITING:** See end of level for objectives. A Conversation Book, p. 46 (visual); Write about the people in your neighborhood.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                     | RESOURCES                                                                                                                                                                                                                                                                                          | INTEGRATION                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given a visual of a house, ask and answer questions about location of furniture and objects.        | Seek/report info: location:<br>The sofa is in the living room.<br>Where is the newspaper?<br>It's in the kitchen on the counter.<br>There is a crib in the baby's room.<br>There are 4 chairs in the dining room. | <u>Side by Side 1</u> , p. 8-10<br><u>Real-Life English 1</u> , p. 75-77<br><u>New Oxford Picture Dictionary</u> , p. 27-35<br><u>Basic Oxford Picture Dictionary</u> , p. 22-31<br><u>Find Out</u> , p. 23-26<br><u>Expressways: Foundations</u> , p. 33<br><br>Oxford Picture Dictionary Posters | Consumerism: location<br>Transportation: location<br><br>Structures:<br>Simple present<br>Prepositions of place<br>There is/there are<br>Wh-questions<br><br>Cross-culture: compare housing to native country |
| 2. Describe orally and in writing own house, including number of rooms, type of housing, and location. | Report info: location:<br>I'm living in an apartment.<br>It has 2 bathrooms.<br>I live in South Arlington.<br>There is a garage.<br>There are 2 bedrooms.                                                         | <u>New Oxford Picture Dictionary</u> , p. 38<br><u>Basic Oxford Picture Dictionary</u> , p. 22-13<br><u>Real-Life English 1</u> , p. 75-77<br><br>Student drawings                                                                                                                                 | Structures:<br>Simple present<br>Present continuous<br>Subject pronouns<br>Singular/plural<br>There is/there are<br><br>Cross-culture: owning vs renting                                                      |

## HOUSING LEVEL 150

| OBJECTIVES                                                                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                                                                               | INTEGRATION                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Inquire about an apartment for rent.                                                                                                                          | <p>Seek/report info: descriptive, price:<br/>How many bedrooms does it have?<br/>Is there a laundry room?<br/>How much is the rent?<br/>How much is the deposit?</p> <p>Make/respond to request: clarification:<br/>Please repeat that.</p> | <p><u>Expressways: Foundations</u>, p. 30-33<br/> <u>Expressways: Foundations Wkbk A</u>, p. 27-29<br/> <u>Real-Life English 1</u>, p. 78<br/> <u>From the Start</u>, unit 9 (T)<br/> <u>English for Adult Competency 1</u>, 89-100</p> | <p>Money/Banking: prices<br/>Consumerism: prices</p> <p>Structures:<br/>present tense<br/>there is/are<br/>singular/plural<br/>wh-questions</p> <p>Cross-culture: finding an apartment in native country</p> |
| 4. Fill out a simplified housing application.                                                                                                                    |                                                                                                                                                                                                                                             | <p><u>Invest in Writing: Book 5</u>, p. 59<br/> <u>English for Adult Competency 1</u>, p. 112</p>                                                                                                                                       | <p>Getting Started: form<br/>Health: form<br/>Work: application</p>                                                                                                                                          |
| CA/AV: <u>House 2</u> - IVD; <u>English Express Speech Master/Language Builder</u> : Housing, living room, dining room, laundry room, garden, bathroom, bedroom. |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                              |



## MONEY/BANKING LEVEL 150

**Developmental Reading:** See end of level for objectives. The Pizza Tastes Great, p. 86-88

**Developmental Writing:** See end of level for objectives. Drawing Out, p. 95; Look Again Pictures, # 13, 14

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                    | SAMPLE LANGUAGE                                                                                                                                                                                                                      | RESOURCES                                                                                                       | INTEGRATION                                                                                                                               |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given amounts up to \$100.00, ask for price and produce requested amounts. | <p>Seek/report info: price:<br/>How much is this?<br/>How much are these?<br/>That comes to \$65.97<br/>\$65.97, please.</p> <p>Make/respond to request: clarification:<br/>Excuse me. How much?<br/>Please repeat.<br/>\$67.97.</p> | <p><u>Expressways: Foundations</u>, p. 133<br/><u>Expressways: Foundations Wkbk B</u>, p. 33-34</p>             | <p>Consumerism: prices<br/>Housing: price for rent</p> <p>Structures:<br/>Singular/plural<br/>Demonstrative<br/>Wh-question: how much</p> |
| 2. Given price tags up to \$100.00, produce the correct amount.               |                                                                                                                                                                                                                                      | <p><u>Stepping Out</u>, p. 7-12<br/><u>Survival English 1</u>, p. 164</p> <p>Price tags from various stores</p> | Consumerism                                                                                                                               |
| 3. Given incorrect change, indicate that there has been an error.             | <p>Express complaint:<br/>I think there is a mistake.</p> <p>Express needs:<br/>I need 50 cents more.</p>                                                                                                                            | Student-generated dialogues                                                                                     | <p>Structures:<br/>Simple present</p>                                                                                                     |

# MONEY/BANKING LEVEL 150

| OBJECTIVES                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                             | RESOURCES                                                                                                                                                                                                                                          | INTEGRATION                                                                                                                                      |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Given visuals, identify people and items in a bank.                   | Report info: others/objects:<br>She's the bank teller.<br>That is a deposit slip.<br>This is a safe deposit box.                                                          | <u>Practical Vocabulary Builder</u> , #2<br><u>Basic Oxford Picture Dictionary</u> , p. 70                                                                                                                                                         | Structures:<br>Simple present<br>Demonstratives<br><br>Cross-culture: how people save money                                                      |
| 5. Given a bill, write a check.                                          |                                                                                                                                                                           | <u>Lifeskills 1</u> , p. 15<br><u>Real-Life English 1</u> , p. 71<br><u>Expressways: Foundations Wkbk B</u> , p. 46-47<br><u>Survival English 1</u> , p. 229-230<br><u>Book of Forms</u> , p. 17-18 (visuals)<br><br>Bills brought in by students. | Cross-culture: methods of paying bills                                                                                                           |
| 6. Fill out a bank deposit slip.                                         |                                                                                                                                                                           | <u>Expressways: Foundations Wkbk</u> , p. 45<br><u>Book of Forms</u> , p. 16 (visuals)<br><br>Deposit slips from local banks.                                                                                                                      |                                                                                                                                                  |
| 7. Request service at a bank (to cash a check, purchase a money order)   | Express/inquire about needs/wants:<br>I want to cash this check, please.<br>I'd like it in 20's.<br>I need a money order for \$190, please.<br>How much is a money order? | <u>Lifelines 1</u> , unit 6<br><u>Survival English 1</u> , p. 227-228                                                                                                                                                                              | Consumerism: requests<br><br>Structures:<br>Simple present<br>I'd (would)<br>Wh questions: How much<br><br>Cross-culture: showing identification |
| CA/AV: English Express Speech Master/Language Builder: Money and Banking |                                                                                                                                                                           |                                                                                                                                                                                                                                                    |                                                                                                                                                  |

# TELEPHONE/COMMUNICATION LEVEL 150

**Developmental Reading:** See end of level for descriptions. Picture Stories, unit 2

**Developmental Writing:** See end of level for descriptions. Picture Stories, unit 2

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                           | INTEGRATION                                                                                                                                                              |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given oral communication, write phone numbers.                                          |                                                                                                                                                                                                                                                                                    | <u>Practice With Your Partner</u> , phone cards<br><u>From the Start</u> , unit 5 (T)                                                                               |                                                                                                                                                                          |
| 2. Given a phone call to friend/school/work, ask for a specific person/respond to request. | <p>Seek/report info: self/others:<br/>Who's calling, please?<br/>This is...</p> <p>Express needs:<br/>Hello. Can I please speak to ...?<br/>Hold on, please.</p> <p>Make/respond to request: clarification:<br/>Could you repeat your name, please?</p>                            | <p><u>Real Life English 1</u>, p. 81-82<br/><u>Lifelines 1</u> (2nd ed.), p.78-79</p> <p>Student-generated dialogues<br/>Teletrainer</p>                            | <p>Getting Started: PID<br/>Work: call in sick<br/>Housing: inquiries</p> <p>Structures:<br/>Can/could<br/>Imperatives</p> <p>Cross-culture: how phones are answered</p> |
| 3. Take and leave simple phone messages, including name and phone number.                  | <p>Report info: self:<br/>This is...<br/>My phone number is ...</p> <p>Ask someone to do something:<br/>Please ask ... to call ... at ...<br/>OK. Goodbye.</p> <p>Make/respond to request: clarification:<br/>Could you spell your name, please?<br/>Could you repeat, please?</p> | <p><u>English for Adult Competency 1</u>, p. 20-21<br/><u>Real Life English 1</u>, p. 81-82</p> <p>Student-generated dialogues<br/>Teletrainer<br/>Message pads</p> | <p>Work: call in sick<br/>Housing: inquiries</p> <p>Structures:<br/>Could<br/>Imperatives<br/>Simple Present</p>                                                         |

| TELEPHONE/COMMUNICATION LEVEL 150                                             |                                                                                                                                                                                |                                                                                                |                                                                                                            |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                  | RESOURCES                                                                                      | INTEGRATION                                                                                                |
| 4. Locate names and telephone numbers in simplified, alphabetized listing.    |                                                                                                                                                                                | <u>Lifelines 1</u> (2nd ed.); p. 81                                                            |                                                                                                            |
| 5. Give and follow instructions for using a pay phone.                        | <p>Instruct/respond to instructions:<br/> Pick up the receiver.<br/> Put 25 cents here.</p> <p>Make/respond to request: clarification:<br/> Could you repeat that, please?</p> | <p><u>First Words</u>, p. 23-24 (visuals)<br/> <u>Expressways: Foundations</u>, p. 118-119</p> | <p>Work: instructions<br/> Transportation: instructions</p> <p>Structures:<br/> Imperatives<br/> Could</p> |
| CA/AV: Teacher-made Language Master cards: numbers, personal ID, emergencies. |                                                                                                                                                                                |                                                                                                |                                                                                                            |

## TIME AND WEATHER LEVEL 150

**Developmental Reading:** See end of level for objectives. Personal Stories 2, Weekend units

**Developmental Writing:** See end of level for objectives. Drawing Out, p. 29; Survival English 2, p. 138-140

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                             | RESOURCES                                                                                                           | INTEGRATION                                                                                                                                              |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals of digital and analog clock, ask and answer questions. | Seek/report info: time:<br>What time is it?<br>It's quarter past 12.                                                                      | <u>Real-Life English 1</u> , p. 44-45<br><br>Time Quizmo Game                                                       | Work: hours<br>Transportation: bus/metro<br><br>Structures:<br>Simple present<br>Wh-questions                                                            |
| 2. Given visuals of analog clocks, write times.                         |                                                                                                                                           | <u>Lifeskills 1</u> , p. 25<br><u>Real-Life English 1</u> , p. 43                                                   |                                                                                                                                                          |
| 3. Given dictation, write times.                                        |                                                                                                                                           | Teacher-generated dictation                                                                                         |                                                                                                                                                          |
| 4. Read and write abbreviated dates.                                    |                                                                                                                                           | <u>English for Adult Competency 1</u> , p. 53<br><u>Here to Stay in the USA</u> , p. 30                             | Getting Started: forms<br>Health: forms<br>Work: schedules                                                                                               |
| 5. Ask and answer questions about daily routines.                       | Seek/report info: chronological<br>What time do you go to work?<br>When are you free?<br>I'm free at 2:00.<br>When do you arrive at work? | <u>Small Talk</u> , p. 76 #2, p. 77 #3<br><u>Real-Life English 1</u> , p. 44-47<br><u>It's Time to Talk</u> , p. 10 | Work: hours<br>Transportation: bus/metro<br><br>Structures:<br>Prepositions: time/place<br>Wh-questions: what, when<br><br>Cross-culture: being punctual |

# TIME AND WEATHER LEVEL 150

| OBJECTIVES                                                                                                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                            | RESOURCES                                                                                                                                                                              | INTEGRATION                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Given visuals, ask and answer questions about the weather and seasons.                                                   | Seek/report info: descriptive:<br>How's the weather?<br>It's raining.<br>It's very hot and humid today.<br>How is the weather in winter? | <u>Real-Life English 1</u> , p. 39-41<br><u>New Oxford Picture Dictionary</u> , p. 25-26<br><u>A Conversation Book 1</u> , p. 61, 62, 64 (visuals)<br><u>It's Time to Talk</u> , p. 88 | Getting Started: seasonal emergencies<br><br>Structures:<br>Present tense<br>Be + adjective<br>Present continuous<br><br>Cross-culture: weather in native country |
| 7. Interpret information from a weather report or map.                                                                      | Report info: condition:<br>It's going to rain all day.<br>It's going to be hot this weekend.                                             | <u>Real-Life English 1</u> , p. 42<br><br>Weather maps - USA Today                                                                                                                     | Getting started: maps<br><br>Structures:<br>Future - going to                                                                                                     |
| CA/AV: <u>English Express Speech Master/Language Builder</u> : Weather and Seasons, Time; <u>Invest</u> : Time; Clockworks. |                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                   |



## TRANSPORTATION LEVEL 150

**Developmental Reading:** See end of level for objectives. Stories to Tell Our Children, p. 66-69; Side by Side 1, p. 111

**Developmental Writing:** See end of level for objectives. Drawing Out, p. 69

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                             | INTEGRATION                                                                                                                                          |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals, identify means of transportation.                                        | Report info: objects:<br>Car, bus, taxi, train, airplane                                                                                                                                                                                                                                      | <u>New Oxford Picture Dictionary</u> , p. 54-55<br><u>Basic Oxford Picture Dictionary</u> , p.76<br><u>Real Life English 1</u> , p. 111, 113<br><br>Oxford Picture Dictionary Posters |                                                                                                                                                      |
| 2. Ask and answer questions about means of transportation for school, work, shopping, etc. | Seek/report info: self/others:<br>How do you go to work?<br>I take the bus.                                                                                                                                                                                                                   | <u>Real-Life English 1</u> , p. 111-113<br><u>Survival English 2</u> , p. 164-165                                                                                                     | Time/weather: daily routine<br><br>Structures:<br>Simple present<br>Wh-Questions: how<br><br>Cross-culture: mode of transportation in native country |
| 3. Ask and answer questions for bus and/or metro schedule and location.                    | Seek/report info: location, direction, price<br>Where is the bus stop?<br>It's on Wilson Boulevard.<br>Where does this bus go?<br>When does the bus come?<br>Do I need a transfer?<br>How much does it cost?<br><br>Make/respond to request: clarification:<br>Excuse me. Please repeat that. | <u>Lifelines 1</u> , units 7, 8<br><u>Expressways: Foundations</u> , p. 20-21<br><u>Expressways: Foundations Wkbk A</u> , p. 18-19                                                    | Consumerism: locate items<br><br>Structures:<br>wh-questions<br>simple present<br>yes/no                                                             |

# TRANSPORTATION LEVEL 150

| OBJECTIVES                                                                                                                                                                                                                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                 | RESOURCES                                                                                                                                                                                        | INTEGRATION                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Request metrobus pass.                                                                                                                                                                                                                                                             | Express need:<br>I'd like a \$20.00 bus pass.                                                                                                                                                                 | Student generated dialogues<br>(Metro bus passes can be purchased at local Safeway and Giant stores at the manager's office).                                                                    | Structures:<br>Would like                                                                                                                          |
| 5. Ask for and give simple directions (e.g. metro, stores, post office, school, seven-eleven).                                                                                                                                                                                        | Seek/report info: directions:<br>The metro is on the corner.<br>Is there a post office near here?<br>Where is Wilson School?<br><br>Make/respond to request: clarification:<br>Excuse me. Please repeat that. | <u>Small Talk</u> , p. 61<br><u>Lifelines 1</u> , unit 8<br><u>Real-Life English 1</u> , p. 117-118<br><u>Expressways: Foundations</u> , p. 23<br><u>Expressways: Foundations Wkbk A</u> , p. 19 | Housing: locate items<br>Consumerism: locate items<br><br>Structures:<br>prepositions of place<br>there is/are<br>yes/no questions<br>wh-questions |
| 6. Given a simplified map, identify vicinity of home, work, school, parks, etc.                                                                                                                                                                                                       |                                                                                                                                                                                                               | <u>Living in Arlington</u><br><br>local maps                                                                                                                                                     | Getting Started: maps                                                                                                                              |
| 7. Given visuals, identify common traffic signs.                                                                                                                                                                                                                                      |                                                                                                                                                                                                               | <u>English for Adult Competency 1</u> , p. 76-77<br><br>Field trip around the school                                                                                                             | Work: signs<br><br>Cross-culture: signs used in native country                                                                                     |
| CAI/AV: <u>English Express Speech Master/Language Builder</u> : Cars, Taxi, The Car; <u>Invest Survival Skills 2.5</u> Public Transportation 1; <u>Wordbanks 14-15</u> ; <u>Practical Vocabulary Builder</u> , teacher made language master cards: mass transportation, airport; Car. |                                                                                                                                                                                                               |                                                                                                                                                                                                  |                                                                                                                                                    |

# WORKING IN THE USA LEVEL 150

**Developmental Reading:** See end of level for objectives. Let's Work Safely, p. 4-10; Personal Stories 2 - units on jobs. Stories to Tell Our Children, p. 49-50

**Developmental Writing:** See end of level for objectives. Picture Stories, unit 6. Stories to Tell Our Children, p. 51

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                                            | RESOURCES                                                                                                                                                                                                                                 | INTEGRATION                                                                                                                              |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals identify job titles, places of work, tasks and tools.                    | Seek/report info: self/others:<br>Where does he work?<br>He's an accountant.<br>She drives a truck.<br>He uses a hammer. | <u>English for Adult Competency 1</u> , p. 124-125<br><u>Real-Life English 1</u> , p. 99-101<br><u>Basic Oxford Dictionary</u> , p. 82-91<br><u>New Oxford English Dictionary</u> , p. 84-86<br><u>Basic Vocabulary Builder</u> , #23, 28 | Structures:<br>Simple present<br>Wh-questions                                                                                            |
| 2. Describe occupation in native country, including length of employment.                 | Report info: chronological, self:<br>I was a mechanic in my country.<br>I worked for 2 years.<br>I was a student.        | <u>Real-Life English 1</u> , p. 103<br><br>work timelines<br>information grids                                                                                                                                                            | Getting Started: timeline<br><br>Structures:<br>Simple past                                                                              |
| 3. Fill out simplified application, including former occupation and length of employment. |                                                                                                                          | <u>Here to Stay in the USA</u> , p. 84<br><u>English for Adult Competency 1</u> , p. 137<br><u>Working in English 1</u> , p. 147<br><u>Survival English 2</u> , p. 212, 216-217                                                           | Getting Started: forms<br>Health: forms<br>Housing: rental application<br>Time & Weather: write dates<br><br>Cross-culture: finding jobs |
| 4. Ask questions about hours and duties of job.                                           | Seek info: self:<br>What are my hours?<br>What are the job duties?                                                       | <u>Working in English 1</u> , units 5 and 7                                                                                                                                                                                               | Time/Weather: routines<br>Transportation: schedules<br><br>Structures: wh-questions                                                      |
| 5. State future job goals.                                                                | Express intentions:<br>I want to ...                                                                                     | <u>Survival English 2</u> , p. 150-153<br><br>Timelines (See needs assessment appendix)                                                                                                                                                   | Getting Started: future goals                                                                                                            |

# WORKING IN THE USA LEVEL 150

| OBJECTIVES                                                                                                                                                                                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                 | RESOURCES                                                                                                                     | INTEGRATION                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Follow two-step instructions to complete a job task.                                                                                                                                                                                                         | Request clarification:<br>Excuse me?<br>Please show me.<br>I don't understand.                                | <u>Working in English 1</u> , unit 9<br><u>Expressways: Foundations</u> , p. 74, 172-173                                      | Health: follow instructions<br>Telephone: follow instructions<br><br>Structures:<br>Imperatives<br><br>Cross-culture: ways of asking for clarification                                                                       |
| 7. Given workplace and safety signs, demonstrate meaning.                                                                                                                                                                                                       |                                                                                                               | <u>Let's Work Safely</u> , various chapters<br><u>Working in English 1</u> , unit 13<br><u>Speaking Up at Work</u> , p. 73-74 | Transportation: signs                                                                                                                                                                                                        |
| 8. Call in sick.                                                                                                                                                                                                                                                | Express info: condition:<br>I can't come to work today.<br>I'm sorry. I'm still sick.<br>My daughter is sick. | <u>Working in English 1</u> , unit 8<br><br>teletrainer                                                                       | Getting Started: ID self, greet/take leave<br>Health: illnesses<br><br>Structures:<br>Simple present<br>Negatives: can't<br><br>Cross-culture: acceptable reasons for absences on job, school, etc. in US and native country |
| CA/AV: <u>English Express Speech Master/Language Builder: Occupations I and II</u> ; <u>Practical Vocabulary Builder: cards - Occupations</u> ; <u>Invest: Survival Skills 1.5</u><br>Information signs I, Wordbanks 6-7; Information signs II - Wordbanks 8-9. |                                                                                                               |                                                                                                                               |                                                                                                                                                                                                                              |

## WRITING DEVELOPMENT - 150

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a series of simple sentences.

**VARIABLES:**

- given a model
- personal experiences
- level appropriate

The goal for writing development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and reading level as well as achievement of competencies for the level. See entry level descriptions for levels 150, 200, and 250.

**EVALUATION CRITERIA:**

- conveys ideas to readers
- logical sentence order (chronological)
- correct capitalization and punctuation

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                   | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.                                                                                                                                                                                                                                                                                       | Below are the resources suggested for this level. Also see individual topic units for suggested integration with topics.                                                                                                                                                                                                                                                                                |
| <p>Brainstorm using visuals or experiences</p> <p>Order sentences chronologically</p> <p>Use basic paragraph format</p> <p>Use and edit for basic capitalization</p> <p>Use and edit for basic end punctuation, apostrophes in contractions, commas in addresses and dates</p> <p>Edit for basic grammar:</p> <ul style="list-style-type: none"> <li>suffixes (-s, -ing)</li> <li>subject pronouns</li> <li>possessive adjectives</li> </ul> | <p><u>Personal Stories 2</u></p> <p><u>Picture Stories</u></p> <p><u>Look Again Pictures</u></p> <p><u>Drawing Out</u></p> <p><u>Write On Cue</u> (used with <u>English for a Changing World Cue Book 1</u>)</p> <p><u>Voices of Freedom 1</u></p> <p><u>ESL Teacher's Holiday Kit</u></p> <p><u>Survival English 2</u></p> <p>Language experience stories</p> <p>Field trips and follow-up writing</p> |



## READING DEVELOPMENT - 150

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To read simplified narratives

- VARIABLES:**
- familiar topics
  - with pre-reading assistance
  - familiar vocabulary
  - short texts
  - level appropriate

The goal for reading development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and writing level as well as their achievement of the competencies for the level. See entry level descriptions for levels 150, 200, and 250 in appendices.

- EVALUATION CRITERIA:**
- Answer factual questions (true/false, fill-in, wh-)
  - Complete cloze of the text
  - Identify sequence of narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING:

- Make predictions using visuals and titles
- Use pronunciation cues to assist in comprehension
- Use pictures and context to deduce meaning
- Identify sequence of narrative
- Scan to locate information in text

#### VOCABULARY:

- Use phonics to decode words: consonants, vowels, blends, clusters, silent letters
- Categorize vocabulary (match new words with antonyms)
- Identify suffixes (-s, -ed, -ing)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

- Sounds Easy
- Initial Clusters
- Personal Stories 1
- Personal Stories 2
- Pizza Tastes Great
- Voices of Freedom 1
- Looking at the USA
- Working Experience 1
- Stories to Tell Our Children
- Side by Side 1



| STRUCTURES-150                                  |                                                                             |                                                                                                                                                                                   |
|-------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                       | UNIT                                                                        | RESOURCES                                                                                                                                                                         |
| <b>ADJECTIVES/PRONOUNS:</b><br>adjective + noun | Consumerism                                                                 | <u>Side by Side 1</u> ; unit 8 ( <i>see also video</i> )                                                                                                                          |
| demonstrative<br>(that, this)                   | Consumerism, Getting Started, Health, Money/Banking                         | <u>Side by Side 1</u> ; unit 8 ( <i>see also video</i> )<br><u>Side by Side 1 Activity Workbook</u> ; p. 55, 56                                                                   |
| indefinite<br>(some, any)                       | Consumerism                                                                 | <u>Lifeskills 1</u> ; p. 64<br><u>Grammarwork 2</u> ; p. 8                                                                                                                        |
| possessive adjective                            | Getting Started, Health                                                     | <u>Lifeskills 1</u> ; p. 8-9<br><u>Side by Side 1</u> ; unit 4 ( <i>see also video</i> )                                                                                          |
| subject                                         | Consumerism, Getting Started, Housing, Time/Weather                         | <u>Side by Side 1</u> ; unit 2 ( <i>see also video</i> )<br><u>Side by Side 1 Activity Workbook</u> ; p. 5-6                                                                      |
| <b>MODAL VERBS:</b><br>can/could                | Consumerism, Telephone, Working in the USA                                  |                                                                                                                                                                                   |
| may                                             | Consumerism                                                                 | <u>Grammarwork 2</u> ; p. 64                                                                                                                                                      |
| should                                          | Health                                                                      |                                                                                                                                                                                   |
| would like<br>(noun, to)                        | Consumerism, Health, Money/Banking                                          | <u>Grammarwork 2</u> ; p. 67, 69                                                                                                                                                  |
| <b>NOUNS:</b><br>count/noncount                 | Consumerism                                                                 | <u>Side by Side 2</u> ; unit 2 ( <i>see also video</i> )                                                                                                                          |
| singular/plural                                 | Consumerism, Housing, Money/Banking                                         | <u>Side by Side 1</u> ; unit 8, p. 56<br>( <i>see also video</i> )<br><u>Side by Side 1 Activity Workbook</u> ; p. 51                                                             |
| <b>PREPOSITIONS:</b><br>place                   | Community, Consumerism, Getting Started, Housing, Telephone, Transportation | <u>Grammarwork 1</u> ; p. 81<br><u>Lifeskills 1</u> ; p. 29<br><u>Side by Side 1</u> ; units 6, 7 ( <i>see also video</i> )<br><u>Side by Side 1 Activity Workbook</u> ; p. 40-41 |
| time                                            | Getting Started, Telephone, Time/Weather, Transportation                    | <u>Grammarwork 1</u> ; p. 61<br><u>Grammarwork 2</u> ; p. 7                                                                                                                       |
| <b>THERE IS/<br/>THERE ARE:</b>                 | Health, Housing, Telephone, Transportation                                  | <u>Grammarwork 1</u> ; p. 35-37<br><u>Side by Side 1</u> ; unit 7 ( <i>see also video</i> )<br><u>Side by Side 1 Activity Workbook</u> ; p. 42, 45                                |

| STRUCTURES-150     |                                                                                    |                                                                                                                           |
|--------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE          | UNIT                                                                               | RESOURCES                                                                                                                 |
| <b>VERBS:</b>      |                                                                                    |                                                                                                                           |
| future             | Getting Started, Time/Weather                                                      | <u>Side by Side 1 Activity Workbook</u> ; p. 99, 101, 102 F, 103                                                          |
| imperative         | Getting Started, Health, Telephone, Working in the USA                             | <u>Grammarwork 1</u> ; p. 79                                                                                              |
| negatives          | Consumerism, Getting Started, Work                                                 | <u>Side by Side 1 Activity Workbook</u> ; p. 71                                                                           |
| present continuous | Consumerism, Health, Housing, Time/Weather, Working in the USA                     | <u>Grammarwork 1</u> ; p. 44-47<br><u>Lifeskills 1</u> ; p. 19                                                            |
| simple past        | Getting Started, Health, Holidays/Special Occasions, Telephone, Working in the USA | <u>Lifeskills 1</u> ; p. 12-13                                                                                            |
| simple present     | All Units                                                                          | <u>Grammarwork 1</u> ; p. 17, 63<br><u>Side by Side 1 Activity Workbook</u> ; p. 47                                       |
| <b>QUESTIONS:</b>  |                                                                                    |                                                                                                                           |
| wh                 | All Units                                                                          | <u>Grammarwork 1</u> ; p. 6, 7, 27<br><u>Lifeskills 1</u> ; p. 37<br><u>Side by Side 1 Activity Workbook</u> ; p. 61, 101 |
| yes/no             | Consumerism, Health, Housing, Transportation                                       | <u>Grammarwork 1</u> ; p. 17, 63<br><u>Side by Side 1 Activity Workbook</u> ; p. 47                                       |

## LEVEL 200

# ENTRY LEVEL DESCRIPTIONS: 200

**200 (High Beginning Oral/Beginning Literacy):** Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LISTENING                                                                                                                                                                                                                                                                                                                                                                                                                          | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Expresses basic survival needs.</p> <p>Asks and responds to questions using learned phrases and some new phrases.</p> <p>Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations.</p> <p>Speaks with hesitation and frequent pauses.</p> <p>States simple personal information on the telephone, but with difficulty.</p> <p>Has inconsistent control of basic grammar. Makes frequent errors.</p> | <p>Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition.</p> <p>Can generally understand the main idea of conversations on familiar topics and contexts.</p> <p>May be able to understand conversations on familiar topics when spoken slowly and with repetition.</p> <p>Has very limited ability to understand in non-contact situations (e.g. telephone).</p> | <p>May have difficulty alphabetizing.</p> <p>Interprets sentences using vocabulary and structures previously learned orally. May need assistance.</p> <p>Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms).</p> <p>Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations.</p> <p>Can answer simple factual questions (e.g. yes/no) and some wh-questions, but has difficulty consulting text to locate information.</p> <p>Can identify sequence of simple narrative.</p> <p>Uses bilingual dictionary but may have difficulty locating correct entries.</p> | <p>Can write the letters of the alphabet and numbers 1-100 independently.</p> <p>Copies materials that are personally meaningful. May need assistance.</p> <p>Completes simplified forms which require personal information. May need assistance.</p> <p>Writes simple sentences. May need assistance.</p> <p>Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance.</p> <p>Has a little control of very basic grammar.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 200

### Marking System:

+ = Achieved competency/function

√ = More practice needed

A = Absent

NC = Not covered

Student Name:

Teacher Name:

Level:

Start Date:

Type:

### Getting Started:

- \_\_\_ 1. Ask/answer questions: self
- \_\_\_ 2. Complete personal data form
- \_\_\_ 3. Introduce self/others
- \_\_\_ 4. Identify family relations
- \_\_\_ 5. Identify reasons for coming to U.S.A.
- \_\_\_ 6. Identify relevant points on map
- \_\_\_ 7. Identify school rules
- \_\_\_ 8. Respond to emergency procedures
- \_\_\_ 9. Write about self
- \_\_\_ 10. \_\_\_\_\_

### Community Services:

- \_\_\_ 1. Identify local community facilities
- \_\_\_ 2. Inquire: post office services
- \_\_\_ 3. Complete postal form
- \_\_\_ 4. Inquire: library service
- \_\_\_ 5. Complete library application
- \_\_\_ 6. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Ask/answer questions: prices
- \_\_\_ 2. Ask/answer questions: labels
- \_\_\_ 3. Exchange/return merchandise
- \_\_\_ 4. Identify error in change/request correction
- \_\_\_ 5. Express/inquire: likes/dislikes
- \_\_\_ 6. Order from menu
- \_\_\_ 7. Give/follow oral directions: recipes
- \_\_\_ 8. \_\_\_\_\_

### Health:

- \_\_\_ 1. Identify illnesses/injuries
- \_\_\_ 2. Make an appointment by phone
- \_\_\_ 3. Fill out medical form
- \_\_\_ 4. Inquire: health care
- \_\_\_ 5. Write memo explaining absence
- \_\_\_ 6. \_\_\_\_\_

### Holidays and Special Occasions:

- Holiday: \_\_\_\_\_
- \_\_\_ 1. State importance of holiday/special occasion
  - \_\_\_ 2. Describe when/how celebrated
  - \_\_\_ 3. Identify historical facts
  - \_\_\_ 4. Describe holidays in native country
  - \_\_\_ 5. \_\_\_\_\_

### Housing:

- \_\_\_ 1. Interpret abbreviations
- \_\_\_ 2. Ask/answer questions: apartments
- \_\_\_ 3. State problems
- \_\_\_ 4. Call to request repairs
- \_\_\_ 5. \_\_\_\_\_

### Money/Banking:

- \_\_\_ 1. Identify common banking terms
- \_\_\_ 2. Request services at a bank
- \_\_\_ 3. Complete bank forms
- \_\_\_ 4. Complete money order
- \_\_\_ 5. Write check/fill in checkbook register
- \_\_\_ 6. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Write phone numbers
- \_\_\_ 2. Leave message
- \_\_\_ 3. Take message
- \_\_\_ 4. Request/respond to request: clarification
- \_\_\_ 5. Respond to wrong number
- \_\_\_ 6. Extend invitation
- \_\_\_ 7. Call 911
- \_\_\_ 8. Give/follow instructions: pay phone bill
- \_\_\_ 9. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. Explain traffic signs
- \_\_\_ 2. Explain traffic rules
- \_\_\_ 3. Identify modes of transportation
- \_\_\_ 4. Ask for/state car parts
- \_\_\_ 5. Describe car problems
- \_\_\_ 6. Ask for/give directions
- \_\_\_ 7. \_\_\_\_\_

### Working in the U.S.A.:

- \_\_\_ 1. Identify sources for jobs
- \_\_\_ 2. Ask/answer questions about jobs: interview
- \_\_\_ 3. Fill out application
- \_\_\_ 4. State future job goals
- \_\_\_ 5. Give/follow oral instructions
- \_\_\_ 6. Ask/answer requests for clarification
- \_\_\_ 7. Request/respond to requests for assistance
- \_\_\_ 8. Call in to report lateness/absence
- \_\_\_ 9. \_\_\_\_\_

### Writing Level Objective:

- \_\_\_ Write a series of simple sentences

### Reading Level Objective:

- \_\_\_ Read simplified narratives

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair*, *satisfactory*, *good*, or *excellent*.

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_



| INDEX QF FUNCTIONS: LEVEL 200                                       |           |      |      |        |      |       |       |      |       |      |
|---------------------------------------------------------------------|-----------|------|------|--------|------|-------|-------|------|-------|------|
|                                                                     | Get Start | Comm | Cons | Health | Holl | House | Money | Tele | Trans | Work |
| <b>Seek &amp; Report Information</b>                                |           |      |      |        |      |       |       |      |       |      |
| Capability                                                          |           |      |      |        |      |       |       |      |       |      |
| Cause/effect                                                        | *         |      |      |        |      |       |       |      |       | *    |
| Description (color, size, condition, etc.)                          |           |      | *    |        | *    | *     |       | *    | *     |      |
| Location/direction                                                  |           |      |      | *      |      |       |       |      | *     | *    |
| Objects/signs/symbols                                               |           |      |      |        |      | *     | *     |      | *     |      |
| Quantity/price                                                      |           | *    | *    |        |      | *     |       |      |       |      |
| Self/others                                                         | *         |      |      | *      | *    | *     | *     | *    | *     | *    |
| Time/chronological information                                      |           | *    |      |        |      |       |       |      |       |      |
| <b>Make/Respond to Requests for Clarification</b>                   |           |      |      |        |      | *     |       | *    |       | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>              |           |      |      |        |      |       |       |      |       |      |
| Likes/preference/satisfaction/compliments                           |           |      | *    |        |      |       |       |      |       |      |
| Needs/wants/intentions                                              |           | *    | *    | *      |      |       | *     | *    |       | *    |
| Regrets/apologies/sympathy                                          |           |      |      | *      |      |       |       | *    |       | *    |
| Gratitude/surprise                                                  |           |      |      |        |      |       |       |      |       |      |
| Complaints                                                          |           |      |      |        |      |       |       |      |       |      |
| Opinions                                                            |           |      |      |        |      |       |       |      |       |      |
| <b>Express/Inquire about conditions (health, pain, worry, mood)</b> |           |      |      | *      |      |       |       | *    |       | *    |

INDEX OF FUNCTIONS: LEVEL 200

|                                                      | Get<br>Start | Comm | Cons | Health | Holl | House | Money | Tele | Trans | Work |
|------------------------------------------------------|--------------|------|------|--------|------|-------|-------|------|-------|------|
| <b>Make &amp; Respond to Directives:</b>             |              |      |      |        |      |       |       |      |       |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | *            |      | *    | *      |      | *     |       | *    | *     | *    |
| Respond to instructions/directives                   | *            |      | *    |        |      |       |       | *    |       | *    |
| Request assistance                                   |              |      |      |        |      |       |       | *    |       | *    |
| Give/seek permission                                 |              |      |      |        |      |       |       |      |       |      |
| Give/respond to correction/warning                   |              |      | *    |        |      |       |       |      |       |      |
| Make/respond to invitations                          |              |      |      |        |      |       |       | *    |       |      |

## RESOURCES: LEVEL 200

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.*

### TEXT

44+ Ways to Use Answering Machines  
Basic Oxford Picture Dictionary  
Card Book  
Conversation Book 1  
Drawing Out  
Easy True Stories  
English for Adult Competency 1  
ESL Holiday Teacher's Activity Kit  
Expressways: Foundations  
Expressways: Foundations, Wkbks A & B  
Get Ready, Go, Home Free!  
Grammarwork 1 & 2  
Here to Stay in the USA  
Invest in Writing: 1 & 3  
Invest: Using a Checking Account  
It's Time to Talk  
Jazz Chants (T)  
Learning to Listen (T)  
Let's Celebrate America  
Lifelines 2  
Lifeskills 1 & 2  
Look Again Pictures  
Look at The U.S.A.: Literacy

More Picture Stories  
Moving On (T)  
New Beginning  
New Oxford Picture Dictionary  
New Oxford Picture Dictionary listening  
& Speaking Activity Book  
Personal Stories 3  
Picture Stories  
Picture's Worth 1000 Words  
Pizza Tastes Great  
Practice With Your Partner  
Purple Cows and Potato Chips  
Real Life English 2  
Real Life English 2 Grammar  
Real Life English 2 Workbook  
Side by Side 1  
Side by Side 1 Activity Workbook  
Side by Side 2  
Side by Side 2 Activity Workbook  
Skill Sharpeners 1  
Small Talk (T)  
Stepping Out  
Voices of Freedom 1

Working Experience 1  
Working in English 2  
You and Your Child's Teacher

### CAI/AV/VIDEOS

Basic Vocabulary Builder (Software)  
English Express  
Invest  
IVD 1  
IVD House 2  
PC USA  
PC Globe  
Quick Talk  
Self 1 & 2

### VIDEOS

Arlington Survival Video: Banking  
Side by Side

(T) = Tape available

## INSTRUCTIONAL UNITS: 200

## GETTING STARTED-200

**COURSE NEEDS ASSESSMENT:** See needs assessment tool chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

**Developmental Reading:** See end of level for objectives. Personal Stories 3, p. 1-28; Easy True Stories, Units 4, 5, 7, 16, 18

**Developmental Writing:** See end of level for objectives. Personal Stories 3, p. 1-28, self-generated timelines; Drawing Out, p. 72; Easy True Stories, See above.

| OBJECTIVES                                                                                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                              | RESOURCES                                                                                                                                                                                    | INTEGRATION                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age number of children, marital status, and place of work) | Seek/report info: self/others<br>What's your name?<br>My name is _____.<br>Where are you from?<br>I'm from _____.<br>Where do you work?<br>I work at_____. | <u>Here to Stay in the USA</u> , unit 1<br><u>Small Talk</u> , p. 7-9<br><u>Expressways: Foundations</u> , p. 2, 4-7<br><u>Real Life English 2</u> , Ch. 1<br><u>Jazz Chants</u> , p. 23, 45 | Health: Personal ID<br>Work: interviews<br>Telephone: 911<br><br>Structures: Wh questions<br>Possessive pronouns<br>Simple present<br>Cross-culture: taboo questions, eg. age |
| 2. Complete simplified personal identification form (information in obj. 1 as well as sex, social security number, how long at current job, and signature.)            |                                                                                                                                                            | <u>Stepping Out</u> , activity 5<br><u>Expressways: Foundations Wkbk A</u> , p. 7<br><u>Real Life English 2</u> , p. 11<br><u>Lifeskills 1</u> , p. 10                                       | Health: medical history<br>Work: application<br>Community: forms Banking: forms                                                                                               |
| 3. Introduce self and others.                                                                                                                                          | Report info: self/others:<br>My name is Abdul.<br>This is my brother Mohammed.<br>Nice to meet you.                                                        | <u>Expressways: Foundations</u> , p. 3<br><u>Small Talk</u> , p. 7                                                                                                                           | Work: interviews<br><br>Structures: Demonstratives<br>Possessive pronouns<br>Cross-culture: use of first/last names and titles, handshaking                                   |
| 4. Identify family relations over 3 generations.                                                                                                                       | Report Info: others:<br>These are my sisters.<br>My mother's father is my grandfather.<br>My sister's son is my nephew.                                    | <u>Stepping Out</u> , activity 4<br><u>A Picture's Worth 1000 Words</u> , p. 81-82<br><u>Real Life English 2 Workbook</u> , p. 3, 4<br>Student photos                                        | Structures: Possessive pronouns<br>Simple present<br>Cross-culture: role of extended family                                                                                   |

# GETTING STARTED-200

| OBJECTIVES                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                 | RESOURCES                                                                            | INTEGRATION                                                                                                  |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 5. Identify reasons for leaving country of origin and coming to the US.                                | Report info: cause/effect:<br>I came to the US because _____.<br>I left my country because _____.                                                             | <u>Purple Cows and Potato Chips</u> , p. 28-29<br><u>Easy True Stories</u> , Unit 19 | Holidays: Thanksgiving<br><br>Structures: Simple past, Because                                               |
| 6. Identify relevant points on maps and globes (native country, US, Virginia, Arlington).              |                                                                                                                                                               | maps, globe                                                                          | Holidays: Thanksgiving, Flag Day                                                                             |
| 7. Identify school rules and policies (see sample language and school brochure).                       | Advise/instruct someone to do something:<br>No smoking.<br>No double parking.<br>You should come to class on time.<br>You can't bring your children to class. | school brochures<br><br>student-generated rules and policies                         | Structures: Imperatives<br>Negatives<br>Should, can<br><br>Cross-culture: school rules in other countries    |
| 8. Respond to seasonal emergency procedures: fire drills, tornado drills                               | Respond to instructions:<br>Exit the building immediately.<br>Don't run or talk.<br>You should put your head down.<br>Turn left and walk down the steps.      | school emergency procedures                                                          | Structures: Imperatives<br>Negatives<br>Should<br><br>Cross-culture: seasonal emergencies in other countries |
| 9. Write a timeline, including past and present events as well as future goals.                        | Report info: self:<br>I will/want to _____ in the future.<br>I worked as a _____ in my country.<br>I came to the US in _____.                                 | timelines (see needs assessment appendix)                                            | Work: future goals<br><br>Structures: Simple present<br>Simple past<br>Future<br>Want to                     |
| CAVAV: <u>PC Globe</u> ; <u>PC USA</u> ; <u>English Express Language Builder</u> : Getting Started 200 |                                                                                                                                                               |                                                                                      |                                                                                                              |



# COMMUNITY SERVICES LEVEL 200

**Developmental Reading:** See end of level for objectives. Get Ready, Go, Home Free!, p. 157; The Pizza Tastes Great, p. 113-115

**Developmental Writing:** See end of level for objectives. Real Life English 2 Workbook, p. 7-8

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                           |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify local community services/facilities.  | Express/Inquire about needs/wants:<br>Where can I buy stamps?<br>Where can I cash a check?<br>I need....<br><br>Express intentions:<br>I'm going to the bank.                                                                      | <u>Real Life English 1</u> , Unit 2<br><u>A Conversation Book 1</u> , p. 92<br><br>Arlington County Mini-directory<br><br>Field trip to the Arlington County Courthouse/Information Center                                                                                                                                            | Health: Inquires<br>Consumerism: shopping<br><br>Structures:<br>Simple present<br>Wh-questions<br>Can<br>Future<br><br>Cross-culture: community facilities/services in native country |
| 2. Inquire about post office services and prices. | Seek info: price<br>How much does it cost to send this airmail/priority mail?<br>Can I buy a money order here?<br><br>Express needs/wants:<br>I want to insure this package.<br>I need to send a registered letter to El Salvador. | <u>Moving On</u> , unit 2 (T)<br><u>It's Time to Talk</u> , p. 91<br><u>Expressways: Foundations</u> , p. 68-69<br><u>Expressways: Foundations Wkbk A</u> , p. 62-63<br><u>Get Ready, Go, Home Free!</u> , unit 8<br><u>English for Adult Competency 1</u> , p. 149-155<br><br>Post office brochures<br>Field trip to the post office | Consumerism: ask price<br><br>Structures:<br>Questions: wh & yes/no                                                                                                                   |

# COMMUNITY SERVICES LEVEL 200

| OBJECTIVES                                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                     | RESOURCES                                                                                                                                                                                                                                                | INTEGRATION                                                                                             |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 3. Complete various post office forms (e.g. change of address, envelopes, certified mail, etc.).                       |                                                                                                                                                                   | <u>Invest in Writing 1</u> , p. 49-54<br><u>Invest in Writing 3</u> , p. 69-72<br><u>Get Ready, Go, Home Free!</u> , unit 8<br><u>Real Life English 2 Workbook</u> , p. 9<br><u>English for Adult Competency 1</u> , p. 152-154<br><br>Post office forms | Getting Started: ID form<br>Banking: banking forms<br>Health: medical history form<br>Work: application |
| 4. Inquire about library services.                                                                                     | Seek info: time<br>How long can I keep this book?<br>Where can I return it?<br>When are you open?<br><br>Express needs:<br>May I have a library card application? | Library fliers<br>Field trip to library                                                                                                                                                                                                                  | Structures:<br>Questions: wh & yes/no<br>May/can                                                        |
| 5. Complete library card application form.                                                                             |                                                                                                                                                                   | <u>Invest in Writing 1</u> , p. 55-60<br><br>Library card application forms                                                                                                                                                                              | Getting Started: ID form<br>Banking: forms<br>Health: medical history form<br>Work: application         |
| CA/AV: <u>English Express Language Builder</u> , Community 200; <u>English Express Speech Master</u> , the post office |                                                                                                                                                                   |                                                                                                                                                                                                                                                          |                                                                                                         |

## CONSUMERISM-LEVEL 200

**DEVELOPMENTAL READING:** See end of level for objectives. Picture Stories, unit 3; Get Ready, Go, Home Free!, p. 9-12; The Pizza Tastes Great, p. 86-88

**DEVELOPMENTAL WRITING:** See end of level for objectives. Picture Stories, unit 3; Invest in Writing 1, p. 2-3, 22

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                               | INTEGRATION                                                                                                                                                              |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given clothing/food ads or visuals, ask and answer questions about prices. | Seek/report info: price:<br>How much is the milk?<br>It's \$2.39 for a gallon.<br>Are these shoes on sale?<br>Yes, they're 25% off.                                         | <u>Lifelines 2</u> , unit 9 (food)<br><u>Moving On</u> , unit 3 (food) (T)<br><u>Picture Stories</u> , unit 3 (food)<br><u>Expressways: Foundations</u> , p. 66 (clothing)<br><u>Learning to Listen</u> , unit 14 (clothing)                                            | Structures:<br>Count/non-count nouns<br>Singular/plural nouns<br>Demonstratives<br>Questions: wh & yes/no<br><br>Cross-culture: where people shop, who shops, bargaining |
| 2. Given common food and clothing labels, ask and answer questions.           | Seek/report info: descriptive:<br>Can I wash this dress?<br>Wash it in cold water.<br>Does this food need to be in the refrigerator? Yes, it does.                          | <u>Real Life English 2</u> , p. 71 (clothing)<br><u>Real Life English 2 Wkbk</u> , p. 35 (food)<br><u>Get Ready, Go, Home Free!</u> , p. 115-116 (clothing)                                                                                                             | Structures:<br>Can<br>Imperatives<br>Yes/no questions<br>Short answers                                                                                                   |
| 3. In store simulation, exchange/return merchandise.                          | Seek/report info: descriptive:<br>Can I exchange this for a different size?<br>What's the matter?<br><br>Express need:<br>This milk is spoiled.<br>I'd like another carton. | <u>Look Again Pictures</u> , unit 4 (clothing)<br><u>Get Ready, Go, Home Free!</u> , p. 20 (food)<br><u>Lifelines 2</u> , units 11-12 (clothing)<br><u>Expressways: Foundations</u> , p. 67 (clothing)<br><u>Expressways: Foundations Workbook A</u> , p. 61 (clothing) | Housing: state problems<br>Transportation: car problems<br><br>Structures: Would like, can<br>Demonstratives<br><br>Cross-culture: return policy in native country       |
| 4. Given incorrect change, request correct amount.                            | Give/respond to correction:<br>Excuse me, I gave you \$20.00. My change should be \$15.50.                                                                                  | <u>Here to Stay in the USA</u> , p. 65 (c, f)<br><u>Get Ready, Go, Home Free!</u> , p. 106 (f, c)                                                                                                                                                                       | Structures: Should                                                                                                                                                       |

| CONSUMERISM-LEVEL 200                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                    | RESOURCES                                                                                                                                                                                                                                                                                                                                                                      | INTEGRATION                                                                                                                                                                                     |
| 5. Express/inquire about likes/dislikes or needs/wants.                                                                                     | Express/inquire about likes/dislikes or needs/wants:<br>Do you like this _____?<br>Yes, I do.<br>Do we have any _____?<br>No, we need to get _____ at the store. | <u>Stepping Out</u> , activity 9 (c)<br><u>The Card Book</u> , food cards, p. 15-19, 27<br><u>Drawing Out</u> , p. 23 (f)<br><u>Get Ready, Go, Home Free!</u> , p. 2-4, (f)<br><u>Expressways: Foundations</u> , p. 130-131 (f)<br><u>Learning to Listen</u> , p. 62(f)<br><u>Small Talk</u> , unit 6 (f, c)<br><u>Look Again Pictures</u> , unit 3 (c)                        | Structures:<br>Yes/no questions<br>Demonstratives<br><br>Cross-culture: traditional foods, taboo foods                                                                                          |
| 6. Given specified amount of money, order food from a restaurant.                                                                           | Express needs/wants:<br>I'd like a small coke, a salad and a tuna sandwich please.                                                                               | <u>Get Ready, Go, Home Free!</u> , unit 7<br><u>Stepping Out</u> , activity 19<br><u>Lifelines 2</u> , unit 10<br><u>Expressways: Foundations</u> , p. 134-135<br><u>Expressways: Foundations Wkbk B</u> , p. 35-37<br><u>Learning to Listen</u> , p. 69<br><u>Real Life English 2</u> , p. 60<br><u>Real Life English 2 Workbook</u> , p. 29-30<br><u>Small Talk</u> , unit 9 | Structures:<br>Would like<br>Indefinite article<br><br>Cross-culture: tipping (how, how much, when)                                                                                             |
| 7. Give and follow simple oral directions for preparing food, e.g. fruit salad, pop corn, pudding, coffee, ice cream.                       | Instruct/respond to instructions:<br>First, put the oil in the pan.<br>Then, add onions. ....                                                                    | <u>Real Life English 2</u> , unit 5<br><u>Real Life English 2 Workbook</u> , p. 27-28                                                                                                                                                                                                                                                                                          | Working: follow directions<br>Telephone: directions<br>Transportation: directions<br><br>Structures:<br>sequence markers<br>imperative<br>singular/plural<br>Cross-culture: traditional recipes |
| CAVAV: <u>English Express Language Builder</u> : Consumer 200; <u>English Express Speech Master</u> : Supermarket, Fast Food, Money/Banking |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |

## HEALTH LEVEL 200

**Developmental Reading:** See end of level for objectives. Pizza Tastes Great, p. 32-34; Picture Stories, unit 4; Get Ready, Go, Home Free!, p. 78; Easy True Stories, Units 8, 17

**Developmental Writing:** See end of level for objectives. Picture Stories, unit 4

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                       | RESOURCES                                                                                                                                               | INTEGRATION                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals, identify illnesses and injuries and suggest remedies.                                        | Express: condition:<br>I have the flu.<br>She has a headache.<br>I broke my arm.<br><br>Give/ask for advice:<br>What do you recommend?<br>She should take aspirin.                  | <u>Moving On</u> , unit 9 (T)<br><u>Expressways: Foundations</u> , p. 50-51<br><u>Lifelines 2</u> , unit 17-18<br><u>A Conversation Book 1</u> , p. 125 | Working: call in sick<br>Telephone: 911<br><br>Structures:<br>Simple present, past<br>Should<br><br>Cross-culture: what people do when sick                         |
| 2. Make medical appointment (doctor, dentist) by phone, describing problem and giving personal identification. | Report info: self/others<br>This is Mai Nguyen.<br><br>Express: condition<br>My son is sick.<br>He has a terrible toothache.<br><br>Express need:<br>I need to make an appointment. | <u>Real Life English 2 Workbook</u> , p. 44, 47<br><u>Picture Stories</u> , unit 4<br><u>Expressways: Foundations</u> , p. 52                           | Telephone: 911<br><br>Structures: Simple present<br>Possessive pronouns<br><br>Cross-culture: when to see a doctor, places for medical help: clinic, private doctor |

## HEALTH LEVEL 200

| OBJECTIVES                                                                                                                                                                                                                                                                                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                | RESOURCES                                                                                                                                                                                        | INTEGRATION                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Fill out simplified medical forms, including child immunization record.                                                                                                                                                                                                                                                              |                                                                                                                                                              | <u>Get Ready, Go, Home Free!</u> , p. 31<br><u>Here to Stay in the USA</u> , p. 108<br><u>Expressways: Foundations Wkbk A</u> , p. 53<br><u>Lifeskills 2</u> , p. 74<br>child immunization forms | Getting Started: ID form<br>Working: job application<br>Community: forms<br>Banking: forms<br><br>Cross-culture: required immunizations                        |
| 4. Inquire about low/no cost health care and testing, including immunizations for children, AIDS testing, TB testing.                                                                                                                                                                                                                   | Seek/report info: location:<br>Does Arlington have any low cost clinics?<br>Where can I get immunizations for my child?<br>You can go to the Fenwick Center. | Arlington Mini-directory<br>local phone books<br>local agency brochures (Arlington Free Clinic, Fenwick Center, AIDS Bureau)                                                                     | Community: identify services<br><br>Structures:<br>Questions: wh 7 yes/no<br>Can<br><br>Cross-culture: cost of health care, required immunizations and testing |
| 5. Write a memo to your child's teacher explaining absence.                                                                                                                                                                                                                                                                             | Express apology:<br>I'm sorry my daughter wasn't in school yesterday.<br><br>Express condition:<br>She was sick. She had the flu.                            | <u>Moving On</u> , p. 62 (T)<br><u>Lifelines 2</u> , p. 83<br><u>Working in English 2</u> , p. 95<br><u>You and Your Child's Teacher</u> , p. 16                                                 | Work: call in sick<br><br>Structures:<br>Simple past<br>Possessive pronouns<br><br>Cross-culture: acceptable reasons for absence                               |
| <b>CA/AV:</b> <u>English Express Speech Master</u> , the doctor, the dentist; <u>English Express Language Builder</u> : health 200; <u>Basic Vocabulary Builder</u> , the doctor (computer and teacher-made language master cards; <u>Quick Talk</u> : the body, the body and health; <u>Invest Hospital signs</u> (books and computer) |                                                                                                                                                              |                                                                                                                                                                                                  |                                                                                                                                                                |



## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 200

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

| OBJECTIVES                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                      | INTEGRATION                                  |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1. State importance of holiday/special occasion.                                 | Report info: descriptive<br>The 4th of July is Independence Day in the United States.              | Structures:<br>simple present                |
| 2. Describe how and when holiday/special occasion is celebrated.                 | Report info: descriptive:<br>Children wear costumes and ask for candy.<br>Halloween is October 31. | Structures:<br>simple present                |
| 3. Identify historical figures and events important to holiday/special occasion. | Report info: descriptive:<br>Christopher Columbus came to America.                                 | Structures:<br>simple past                   |
| 4. Describe holidays/special occasions celebrated in native country.             | Report info: descriptive, self:<br>In my country, you wear a red dress when you get married.       | Structures:<br>general you<br>simple present |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 200

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holidays in Chronological Order:</u><br>New Year's<br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Groundhog's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day<br>Fourth of July<br>Labor Day | Halloween Day<br>Columbus Day<br>Election Day<br>Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br>Friday the 13th<br>religious holidays<br><br><u>Cross-Culture:</u><br>birthdays<br>marriages<br>births/deaths<br>holidays in students' native countries | <u>ESL Holiday Teacher's Kit</u><br><u>Look at the USA: Literacy</u><br><u>Let's Celebrate America</u><br><u>Voices of Freedom 1</u><br><u>A Conversation Book 1</u><br><u>Pizza Tastes Great</u><br><u>Easy True Stories</u><br><u>It's Time to Talk. p. 175</u><br><br>Field trip: memorials, museums,<br>National Archives, The Capitol,<br>Arlington Cemetery |
| CAVAV: <u>English Express Language Builder and Speech Master, Holidays</u>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                   |

## HOUSING LEVEL 200

**Developmental Reading:** See end of level for objectives. Picture Stories, unit 9, 14; Side by Side 1, p. 58-59; Easy True Stories, Units 11, 13, 20

**Developmental Writing:** See end of level for objectives. Picture Stories, unit 9, 14; Easy True Stories, see above

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                    | RESOURCES                                                                                                                                                                                                                                                                 | INTEGRATION                                                                                                                                                                   |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given simplified housing ad, interpret abbreviated messages.           | Report info: symbols:<br>Rm means room.                                                                                                                                                                                                                          | <u>Lifelines 1</u> , p. 61-64<br><u>English for Adult Competency 1</u> , p. 83                                                                                                                                                                                            |                                                                                                                                                                               |
| 2. Given simplified housing ad, ask and answer questions about apartment. | Seek/report info: quantity, price:<br>How many bedrooms does it have?<br>It has 1 bathroom.<br>How much is the rent?<br>Is there a dishwasher?<br>How many bathrooms are there?<br><br>Make/respond to request: clarification:<br>Excuse me. Please repeat that. | <u>English for Adult Competency 1</u> , p. 99-100<br><u>Side by Side 1</u> , p. 52-56<br><u>Lifelines 1</u> , unit 16-17<br><u>New Oxford Picture Dictionary</u> , p. 27-35<br><u>Basic Oxford Picture Dictionary</u> , p. 22-27<br><br>Oxford Picture Dictionary Posters | Structures:<br>Simple present<br>Wh-questions<br>Yes/no questions<br>There is/there are<br><br>Cross-culture: acquiring housing, types of housing available in native country |
| 3. Given visual of house/apartment in disrepair, state problems.          | Report info: condition:<br>There's no hot water.<br>The toilet is leaking.<br>The window is broken.                                                                                                                                                              | <u>Moving On</u> , unit 10 (T)<br><u>Expressways: Foundations</u> , p. 104<br><u>Expressways: Foundations Workbook B</u> , p. 8<br><u>Basic Oxford Picture Dictionary</u> , p. 32-33<br><u>English for Adult Competency 1</u> , p. 94                                     | Structures:<br>There is/there are<br>Present continuous<br>Simple present                                                                                                     |

| HOUSING LEVEL 200                                                                                                                                                                                                  |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                                | INTEGRATION                                                                                                                              |
| 4. Given visual of house/apartment in disrepair, call to request repairs.                                                                                                                                          | <p>Report info: self:<br/>Hello, this is _____ in Apt. 71.</p> <p>Ask someone to do something:<br/>My toilet is leaking. Please come and fix it.</p> <p>Make/respond to request: clarification:<br/>Excuse me. Please repeat that.</p> | <p><u>Expressways: Foundations</u>, p. 105<br/> <u>Expressways: Foundations Workbook B</u>, p. 9<br/> <u>Lifelines 2</u>, unit 14<br/> <u>Side by Side 2</u>, p. 121-122<br/> <u>A Conversation Book 1</u>, p. 91</p> <p>Teletrainer</p> | <p>Telephone: messages<br/> Health: make appointment</p> <p>Structures:<br/> Possessive pronouns<br/> Demonstratives<br/> Imperative</p> |
| CA/AV: <u>English Express Language Builder</u> : housing 200; <u>English Express Speech Master</u> : housing, dining room, kitchen, kitchenware, bathroom, bedroom, nursery, backyard & garden; <u>IVD House 2</u> |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                          |

## MONEY/BANKING LEVEL 200

**Developmental Reading:** See end of level for objectives. The Pizza Tastes Great, p. 71-73; Invest: Using a Checking Account; Easy True Stories, Unit 9

**Developmental Writing:** See end of level for objectives. Invest: Using a Checking Account; Easy True Stories, Unit 9

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                       | INTEGRATION                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify common banking terms.                                                                                                                | Seek/report info: signs/symbols:<br>What does endorse mean?<br>Endorse means sign the back of the check.                                                                                                                                                                                                                           | <u>Small Talk</u> , p. 50<br><u>Real Life English 2</u> , unit 2, p. 14<br><u>Lifeskills 2</u> p. 12<br><u>Invest: Using a Checking Account</u> , p. 11-15, 29, 69-70<br><br>Arlington Survival Videos: Banking | Structures:<br>Wh-questions<br>Simple present                                                                                                                          |
| 2. Request services in a bank (cash a check, buy a money order, apply for checking and/or savings accounts, get deposit/withdrawal slips, etc..) | Express/inquire about needs:<br>I'd like to open a checking account.<br>I want to open a joint account.<br>Could I have a money order for \$125?<br>I need more deposit slips.<br>How much can I cash a check for?<br>Is there a minimum balance?<br><br>Report info: self:<br>My address is...<br>My social security number is... | <u>Look Again Pictures</u> , unit 14<br><u>Lifelines 2</u> , unit 6<br><u>Lifeskills 2</u> , p. 13, 17, 42<br><u>Real Life English Workbook 2</u> , p. 10                                                       | Community: request service<br><br>Structures:<br>Wh-questions<br>Yes/no questions<br>Would like<br>Simple present<br><br>Cross-culture: saving money in native country |

| MONEY/BANKING LEVEL 200                                                                                                                                            |                               |                                                                                                                                                    |                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE | RESOURCES                                                                                                                                          | INTEGRATION                                                                                   |
| 3. Complete banking forms.                                                                                                                                         |                               | <u>Invest: Using a Checking Account</u> , p. 20-28<br><u>Lifelines 2</u> , p. 27-28<br><u>Invest in Writing 3</u> , p. 64-68                       | Getting Started: ID form<br>Community : forms<br>Health: medical form<br>Working: application |
| 4. Given bills, complete money order.                                                                                                                              |                               | <u>Lifeskills 2</u> , p. 42<br><u>Invest: Using a Checking Account</u> , p. 2-7                                                                    | Cross-culture: method of paying bills in native country                                       |
| 5. Given bills, write check and fill in checkbook register.                                                                                                        |                               | <u>Invest: Using a Checking Account</u> , p. 32-44<br><u>Real Life English 2</u> , p. 11-12, 23, 25<br><u>Real Life English 2 Workbook</u> , p. 24 |                                                                                               |
| CA/AV: <u>English Express Speech Master</u> : money and banking; <u>English Express Language Builder</u> : banking 200; <u>Arlington Survival Videos</u> : Banking |                               |                                                                                                                                                    |                                                                                               |



## TELEPHONE/COMMUNICATION LEVEL 200

**Developmental Reading:** See end of level for descriptions. Picture Stories, units 16 and 2; The Pizza Tastes Great, p. 59-63

**Developmental Writing:** See end of level for descriptions. Picture Stories, units 16 and 2

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                          | RESOURCES                                                                                                                                   | INTEGRATION                                                                                                                                         |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given oral communication, write phone numbers.                      |                                                                                                                                                                                                                                                        | <u>Learning to Listen</u> , p. 87<br><u>Practice With Your Partner</u> ; telephone cards                                                    |                                                                                                                                                     |
| 2. Call friend/school/work and leave simple message.                   | Express need:<br>May I speak to ____?<br>Could I leave a message?<br>Ask someone to do something?<br>Please ask her to call ...<br><br>Seek/report info: self/others<br>Hello, this is Jose.<br>Is Maria there?<br>No, she's not.<br>My number is .... | <u>Lifelines 2</u> , unit 19<br><u>Expressways: Foundations</u> , p. 12, 14, 121<br><u>A Conversation Book 1</u> , p. 89<br><br>teletrainer | Work: call in sick<br>Housing: call for repairs<br>Health: make appointment<br><br>Structures:<br>May, could<br>Object pronouns<br>Yes/no questions |
| 3. Take simple phone message in writing.                               |                                                                                                                                                                                                                                                        | <u>Lifelines 2</u> , p. 91-94<br><u>44+ Ways to Use Answering Machines</u> , p. 30-31<br><br>message pads<br>teletrainer                    |                                                                                                                                                     |
| 4. Given a telephone call, make/respond to requests for clarification. | Make/respond to request: clarification:<br>Can you spell that?<br>Could you repeat that/the number?<br>Did you say "_____"?                                                                                                                            | <u>Here to Stay in the USA</u> , p. 46<br><br>teletrainer                                                                                   | Work: seek clarification<br><br>Structures:<br>Can, could<br>Yes/no questions                                                                       |

# TELEPHONE/COMMUNICATION LEVEL 200

| OBJECTIVES                                                                                                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                    | RESOURCES                                                                                                                                                             | INTEGRATION                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Respond appropriately to wrong number.                                                                                   | Express/respond to apology:<br>I'm sorry. You (I) have the wrong number.<br>It's o.k.                                                                                                                                                                            | <u>Expressways: Foundations</u> , p. 11<br><br>teletrainer                                                                                                            |                                                                                                                                                                |
| 6. Use telephone to extend invitation.                                                                                      | Make/respond to invitations:<br>Would you like to ...<br>Yes, I'd like to.<br>I'm sorry. I can't....                                                                                                                                                             | <u>Small Talk</u> , unit 5, p. 22-27<br><u>A Conversation Book 1</u> , p. 89<br><br>teletrainer                                                                       | Structures:<br>Yes/no questions<br>Would like, can                                                                                                             |
| 7. In an emergency situation, call 911, describe problem, request assistance, and give personal identification information. | Report info: condition:<br>There is a fire at 1601 Wilson Blvd.<br><br>Express condition:<br>My daughter is unconscious.<br><br>Report info: self:<br>My name is ...<br>My number is ...<br><br>Request assistance:<br>Please send help!<br>I need an ambulance! | <u>Here to Stay in the USA</u> , unit 2 (visual)<br><br>911 video<br>teletrainer                                                                                      | Health: describe problem<br>Getting Started: personal id<br><br>Structures:<br>There is/there are<br>Preposition of place<br>Possessive pronouns<br>Imperative |
| 8. Give and follow instructions for using pay phone.                                                                        | Instruct/respond to instructions:<br>First, pick up the receiver.<br>Then, put money in the phone.....                                                                                                                                                           | <u>Expressways: Foundations</u> , p. 118-119<br><u>Expressways: Foundations Wkbk B</u> , p. 21<br><u>A Conversation Book 1</u> , p. 87<br><u>Lifeskills 1</u> , p. 33 | Work: instructions<br>Consumerism: instructions<br>Transportation: directions<br>Structures: Imperatives<br>Sequence markers                                   |

CA/AV: IVD 1, 2; English Express Language Builder, phone 200

## TRANSPORTATION-LEVEL 200

**Developmental Reading:** See end of level for objectives. A New Beginning; unit 4; The Pizza Tastes Great, p. 68-70; Easy True Stories; Units 2, 10, 15

**Developmental Writing:** See end of level for objectives. Skill Sharpeners 1, p. 104; Easy True Stories; p 9

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                            | RESOURCES                                                                                                                                                                                                               | INTEGRATION                                                                                                            |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals, explain meaning of traffic signs. | Report info: signs/symbols:<br>Caution means be carefull<br>That's a handicap parking space.                                                                                                             | <u>Lifeskills 1</u> , p. 82-83<br><u>The Card Book</u> , traffic cards, p. 67-79<br><u>Lifeskills 2</u> , p. 86-87, 95<br><u>A Conversation Book 1</u> , p. 98<br><u>Here to Stay in the USA</u> , p. 112, 117 (visual) | Structures:<br>Simple present<br><br>Cross-culture: signs used in other countries                                      |
| 2. Explain common traffic rules and regulations.    | Advise someone to do something:<br>Don't drink and drive.<br>Wear your seat belt.<br>Use a child seat in the car.<br><br>Seek/report info: self<br>What did I do wrong?<br>You went through a red light. | <u>Expressways: Foundations</u> , p. 164-165<br><u>Expressways: Foundations Wkbk B</u> , p. 65                                                                                                                          | Structures:<br>Imperatives<br>Simple past<br><br>Cross-culture: talking to the police, traffic rules in native country |
| 3. Given visuals, identify modes of transportation. |                                                                                                                                                                                                          | <u>A Conversation Book 1</u> , p. 101-103<br><u>New Oxford Picture Dictionary</u> , p. 51<br><u>New Oxford Picture Dictionary Listening and Speaking Activity Book</u> , teacher's notes p. 117                         | Cross-culture: means of transportation in native country                                                               |

# TRANSPORTATION-LEVEL 200

| OBJECTIVES                                                                                                                                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                        | RESOURCES                                                                                                                                                                                                            | INTEGRATION                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 4. Given visuals of car parts, ask for/state names.                                                                                                                                                                    | Seek/report info: objects:<br>What's this?<br>It's a steering wheel.<br>What are these?<br>They're tires.                            | Real Life English 2, p. 113, 121<br>A Conversation Book 1, p. 99<br>Lifeskills 2, p. 90<br>New Oxford Picture Dictionary, p. 50-51                                                                                   | Structures:<br>Wh questions<br>Singular/plural nouns<br>Simple present<br>Demonstratives                                         |
| 5. Describe common car problems to a mechanic.                                                                                                                                                                         | Report info: descriptive:<br>The engine won't start.<br>The motor is making a noise.<br>The air conditioning is broken.              | Here to Stay in the USA, p. 113 (visual)<br>New Oxford Picture Dictionary, p. 50-51<br>New Oxford Picture Dictionary Listening and Speaking Activity Book, teacher's notes p. 115<br><br>Student generated dialogues | Housing: describing problem<br>Consumerism: exchanging merchandise<br><br>Structures:<br>Present continuous                      |
| 6. Ask for and give directions to home and/or school.                                                                                                                                                                  | Seek/report info: location:<br>How do I get to Wilson School?<br>Walk that way.<br>It's on the left.<br>How can I get to your house? | Expressways: Foundations, p. 18-19, 22-23<br>Expressways: Foundations Wkbk A, p. 18, 20-21<br>Moving On, unit 5 (T)                                                                                                  | Consumerism/telephone/work: instructions & directions<br><br>Structures:<br>Wh-questions<br>Imperatives<br>Prepositions of place |
| CAI/AV: English Express Language Builder: transportation 200; Basic Vocabulary Builder-transportation (teacher-made language master cards and computer); Invest: signs for drivers I and II, city signs, highway signs |                                                                                                                                      |                                                                                                                                                                                                                      |                                                                                                                                  |

## WORKING IN THE USA LEVEL 200

**Developmental Reading:** See end of level for objectives. Personal Stories 3, p. 46-49, 78-92; Picture Stories, units 6, 10, 15 ; The Working Experience 1; More Picture Stories, units 10, 11; Easy True Stories, Unit 12

**Developmental Writing:** See end of level for objectives. Picture Stories, units 6, 10, 15; The Working Experience 1; More Picture Stories, units 10, 11

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                        | RESOURCES                                                                                                                                                                                             | INTEGRATION                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify sources for finding jobs.                                                                            | <p>Seek info: location:<br/>Where can I look for a job?</p> <p>Advise someone to do something:<br/>You should ask your friends.<br/>You can check the newspaper.</p> | <p><u>Here to Stay in the USA</u>, p. 81 (visual)</p> <p><u>Working in English Book 2</u>, p. 30-32</p> <p><u>Real Life English 2 Workbook</u>, p. 49</p> <p><u>A Conversation Book 1</u>, p. 109</p> | <p>Structures: Wh questions<br/>Should, can</p> <p>Cross-culture: how people find jobs, who works in the family</p>                                                  |
| 2. Given a simplified interview situation, answer questions about past/present jobs including duties and skills. | <p>Seek/report info: self:<br/>Do you have experience?<br/>Yes, I worked as a mechanic in my country.<br/>What was your last job?<br/>I was a housekeeper.</p>       | <p><u>Expressways: Foundations</u>, p. 41-47</p> <p><u>Expressways: Foundations Wkbk B</u>, p. 41-45</p> <p><u>Working in English Book 2</u>, Ch. 5</p>                                               | <p>Getting Started: personal ID</p> <p>Structures: Wh questions<br/>Yes/no questions<br/>Simple past</p> <p>Cross-culture: appropriate questions in an interview</p> |
| 3. Fill out simplified application.                                                                              |                                                                                                                                                                      | <p><u>More Picture Stories</u>, p. 46</p>                                                                                                                                                             | <p>Forms: Getting Started, Banking, Health, Community</p> <p>Cross-culture: documents necessary for work, neatness</p>                                               |
| 4. State future job goals.                                                                                       | <p>Express intentions:<br/>I would like to ... in the future.</p>                                                                                                    | <p><u>Working in English Book 2</u>, p. 40, 45-46</p> <p><u>Drawing Out</u>, p. 53</p>                                                                                                                | <p>Getting Started: future goals</p> <p>Structures: would like</p>                                                                                                   |

| WORKING IN THE USA LEVEL 200                                                 |                                                                                                                                                                                                     |                                                                                                                                                                     |                                                                                                                                                               |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                   | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                       | RESOURCES                                                                                                                                                           | INTEGRATION                                                                                                                                                   |
| 5. Give and follow multiple step oral instructions.                          | Instruct/respond to instructions:<br>First, turn the machine on.<br>Then ...<br>Next ...                                                                                                            | <u>Working in English Book 2</u> , Ch. 9<br><u>Moving On</u> , unit 8 (T)                                                                                           | Getting Started: emergency procedures<br>Consumerism: directions<br>Telephone: give directions<br><br>Structures:<br>Imperative<br>Sequence markers           |
| 6. Ask and answer requests for clarification.                                | Make/respond to requests: clarification:<br>I'm sorry. I don't understand.<br>Excuse me. Could you repeat that?<br>Yes, ...<br>Please say that again.                                               | <u>Here to Stay in the USA</u> , p. 70<br><u>Picture Stories</u> , unit 10<br><u>Moving On</u> , unit 8 (T)<br><u>Working in English 2</u> , p. 43, 49              | All units and appropriate objectives<br><br>Cross-culture: asking for clarification (when, how)                                                               |
| 7. Request assistance and respond to requests for assistance.                | Make/respond to requests for assistance:<br>Excuse me. Can you help me?<br>Could you give me a hand?<br>Sure.                                                                                       | <u>Working in English Book 2</u> , p. 62-63, Ch. 10<br><u>Expressways: Foundations</u> , p. 108-109                                                                 | Structures:<br>Object pronouns<br>Yes/no questions                                                                                                            |
| 8. Given an absence or lateness, call supervisor and state reason.           | Express apology:<br>I'm sorry. I can't come to work today.<br><br>Report info: cause/effect, condition:<br>I had to take my daughter to the emergency room.<br><br>Express condition:<br>I am sick. | <u>Jazz Chants</u> , p. 75<br><u>Working in English Book 2</u> , Ch. 8<br><u>Picture Stories</u> , unit 6<br><u>Real Life English 2</u> , p. 108<br><br>teletrainer | Telephone: calling in sick<br>Health: describe problem<br><br>Structures: Simple past<br>Simple present<br><br>Cross-culture: acceptable reasons for absences |
| CAVAV: <u>English Express Language Builder</u> , working 200 and activities. |                                                                                                                                                                                                     |                                                                                                                                                                     |                                                                                                                                                               |



## WRITING DEVELOPMENT -200

Writing development is an integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a series of simple sentences.

**VARIABLES:**

- \* given a model
- \* familiar or personal topics
- \* level appropriate

The goal for writing development for level 200 is to reach level 250. See entry level descriptions.

**EVALUATION CRITERIA:**

- \* conveys ideas to readers
- \* organized (chronologically)
- \* correct punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RESOURCES                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.                                                                                                                                                                                                                                                                                                                                                                                  | Below are the resources suggested for this level. Also see individual units for suggested integration with topics.                                                                                                                                                                                                                                      |
| <p>Brainstorm using visuals or experiences</p> <p>Order sentences chronologically</p> <p>Use basic paragraph format</p> <p>Use and edit for basic capitalization: beginning of sentence, names, months, days, streets, cities, countries.</p> <p>Use and edit for punctuation: periods, question marks, apostrophes in contractions, commas in addresses, dates.</p> <p>Edit for basic grammar:</p> <ul style="list-style-type: none"> <li>subject pronouns</li> <li>possessive adjectives</li> <li>verb suffixes (-s, -ing)</li> </ul> | <p><u>Purple Cows and Potato Chips</u></p> <p><u>Personal Stories 3</u></p> <p><u>Picture Stories</u></p> <p><u>More Picture Stories</u></p> <p><u>Drawing Out</u></p> <p><u>Invest in Writing 1</u></p> <p><u>Working Experience 1</u></p> <p><u>Easy True Stories</u></p> <p>Field trips and follow-up writing</p> <p>Language Experience Stories</p> |

## READING DEVELOPMENT-200

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To read simplified narratives.

- VARIABLES:**
- with pre-reading assistance
  - familiar and unfamiliar topics
  - some unfamiliar vocabulary
  - uses visuals and other aids
  - short texts
  - level appropriate

The goal for reading development for level 200 is to reach level 250. See entry level descriptions.

- EVALUATION CRITERIA:**
- answers questions related to text (yes/no, true/false, fill-in, wh-, opinion)
  - scan to locate information in text to answer questions
  - complete cloze for text

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING:

- Make predictions from visuals and titles
- Identify main idea
- Scan to locate information in text
- Use pictures and context to deduce word meaning
- Identify personal pronoun antecedents

#### VOCABULARY:

- Use picture and context to deduce word meaning
- Use phonics to decode
- Match words and phrases with pictures
- Categorize vocabulary (synonyms, antonyms, context)
- Identify suffixes (-s, -ing, -ed)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

- Personal Stories 3
- Pizza Tastes Great
- Easy True Stories
- Picture Stories
- More Picture Stories
- Voices of Freedom 1
- Let's Celebrate America
- ESL Holiday Activity Kit
- Get Ready, Go, Home Free!
- Working Experience 1

| STRUCTURES-200                                                                                                                                  |                                                                  |                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                                                                                                                       | UNITS                                                            | RESOURCES                                                                                                                                                                                                                                           |
| <b>ADJECTIVES/PRONOUNS:</b><br>demonstrative<br>(this, that)<br><br>indefinite<br>(some, any)<br><br>possessive                                 | Consumerism, Getting Started, Housing, Telephone, Transportation | <u>Expressways: Foundations Wkbk A</u> ; p. 30-31<br><u>Grammarwork 1</u> ; p. 5, 24, 26<br><u>Lifeskills 1</u> ; p. 77<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 8<br>( <i>see also video</i> )                                               |
|                                                                                                                                                 | Consumerism                                                      | <u>Grammarwork 1</u> ; p. 40-42<br><u>Real-Life English 2 Grammar</u> ; p. 33<br><u>Side by Side 2 (Book/Workbook)</u> ; ch. 3<br>( <i>see also video</i> )                                                                                         |
|                                                                                                                                                 | Banking, Getting Started, Health, Tel, Transportation            | <u>Expressways: Foundations Wkbk B</u> ; p. 22, 78                                                                                                                                                                                                  |
| <b>ADVERBIALS:</b><br>cause/reason<br><br>sequence markers<br>(first, then)                                                                     | Getting Started                                                  |                                                                                                                                                                                                                                                     |
|                                                                                                                                                 | Consumerism, Telephone, Working                                  |                                                                                                                                                                                                                                                     |
| <b>MODAL VERBS:</b><br>can<br><br>could<br><br>may<br><br>must/have to<br><br>should<br><br>would like<br>(noun, to)<br><br>would rather/prefer | All Units                                                        | <u>Expressways: Foundations Wkbk A</u> ; p. 37, 40, 41<br><u>Expressways: Foundations Wkbk B</u> ; p. 13<br><u>Grammarwork 1</u> ; p. 51-56<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 13<br>( <i>see also video</i> )                          |
|                                                                                                                                                 | Telephone, Working                                               |                                                                                                                                                                                                                                                     |
|                                                                                                                                                 | Telephone                                                        |                                                                                                                                                                                                                                                     |
|                                                                                                                                                 | Working                                                          | <u>Expressways: Foundations Wkbk B</u> ; p. 13, 44<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 13<br>( <i>see also video</i> )                                                                                                                   |
|                                                                                                                                                 | Getting Started, Consumerism, Health, Working                    | <u>Expressways: Foundations Wkbk A</u> ; p. 50<br><u>Real-Life English 2 Grammar</u> ; p. 47-49                                                                                                                                                     |
|                                                                                                                                                 | Community, Consumerism, Telephone, Working                       | <u>Real-Life English 2 Grammar</u> ; p. 11, 13, 44                                                                                                                                                                                                  |
|                                                                                                                                                 | Working                                                          |                                                                                                                                                                                                                                                     |
|                                                                                                                                                 |                                                                  |                                                                                                                                                                                                                                                     |
| <b>NOUNS:</b><br>count/noncount<br><br>singular/plural                                                                                          | Consumerism                                                      | <u>Side by Side 2 (Book/Workbook)</u> ; ch. 2, 3                                                                                                                                                                                                    |
|                                                                                                                                                 | Consumerism, Transportation                                      | <u>Expressways: Foundations Wkbk A</u> ; p. 56, 57, 64<br><u>Grammarwork 1</u> ; p. 15-16, 22-23, 28-29<br><u>Grammarwork 2</u> ; p. 4<br><u>Lifeskills 1</u> ; p. 75<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 8<br>( <i>see also video</i> ) |

| STRUCTURES-200                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                                                                                                     | UNITS                                                                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>PREPOSITIONS:</b><br>place                                                                                                 | Telephone, Transportation                                                                                                                                                                                                                                                  | <u>Grammarwork 1</u> ; p. 33, 43, 66, 81<br><u>Lifeskills 1</u> ; p. 30-31<br><u>Real-Life English 2 Grammar</u> ; p. 59, 61<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 7<br><i>(see also video)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>THERE IS/ THERE ARE:</b>                                                                                                   | Housing, Telephone                                                                                                                                                                                                                                                         | <u>Expressways: Foundations Wkbk A</u> ; p. 32-33<br><u>Grammarwork 1</u> ; p. 34-37.<br><u>Lifeskills 1</u> ; p. 75<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 7<br><i>(see also video)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>VERBS:</b><br>future<br><br>imperative<br><br>negatives<br>present continuous<br><br>simple past<br><br><br>simple present | Community, Getting Started, Work in the USA<br><br>Consumerism, Getting Started, Housing, Tel., Transportation, Work<br><br>Getting Started, Trans.<br><br>Housing, Transportation<br><br><br>Getting Started, Health, Holidays, Transportation, Work<br><br><br>All Units | <u>Expressways: Foundations Wkbk A</u> ; p. 79-80<br><u>Expressways: Foundations Wkbk B</u> ; p. 15, 23, 68<br><u>Real-Life English 2 Grammar</u> ; p. 4-5, 7, 26<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 14<br><i>(see also video)</i><br><br><u>Expressways: Foundations Wkbk A</u> ; p. 67-71<br><u>Expressways: Foundations Wkbk B</u> ; p. 20-21<br><u>Grammarwork 1</u> ; p. 79-80<br><br><br><u>Expressways: Foundations Wkbk B</u> ; p. 9<br><u>Grammarwork 1</u> ; p. 44-48, 75<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 2<br><i>(see also video)</i><br><u>Skill Sharpeners 1</u> ; p. 66-67<br><br><u>Expressways: Foundations Wkbk A</u> ; p. 71-72<br><u>Grammarwork 1</u> ; p. 82-83, 87<br><u>Real-Life English 2 Grammar</u> ; p. 20-25, 67-69, 79-84<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 15, 17<br><i>(see also video)</i><br><u>Skill Sharpeners 2</u> ; p. 64-66<br><br><u>Expressways: Foundations Wkbk A</u> ; p. 35, 43-47<br><u>Grammarwork 1</u> ; p. 58-59, 62, 75<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 9<br><i>(see also video)</i><br><u>Skill Sharpeners 2</u> ; p. 72-73 |

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| STRUCTURES-200          |           |                                                                                                                                                                                                                     |
|-------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE               | UNITS     | RESOURCES                                                                                                                                                                                                           |
| <b>QUESTIONS:</b><br>wh | All Units | <u>Expressways: Foundations Wkbk B</u> ; p. 74<br><u>Grammarwork 1</u> ; p. 7, 27, 67<br><u>Real-Life English 2 Grammar</u> ; p. 40, 50<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 2<br><i>(see also video)</i> |
| yes/no                  | All Units | <u>Expressways: Foundations Wkbk A</u> ; p. 42, 48-49<br><u>Grammarwork 1</u> ; p. 8-9, 17, 19, 32, 63<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 5, 10, 16<br><i>(see also video)</i>                          |

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## LEVEL 250

220



# ENTRY LEVEL DESCRIPTIONS: 250

**250 (High Beginning):** Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | LISTENING                                                                                                                                                                                                                                                                                                                                                                                                                          | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | WRITING                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Expresses basic survival needs.</p> <p>Asks and responds to questions using learned phrases and some new phrases.</p> <p>Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations.</p> <p>Speaks with hesitation and frequent pauses.</p> <p>States simple personal information on the telephone, but with difficulty.</p> <p>Has inconsistent control of basic grammar. Makes frequent errors.</p> | <p>Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition.</p> <p>Can generally understand the main idea of conversations on familiar topics and contexts.</p> <p>May be able to understand conversations on familiar topics when spoken slowly and with repetition.</p> <p>Has very limited ability to understand in non-contact situations (e.g. telephone).</p> | <p>Can arrange lists in alphabetical order.</p> <p>Scans for specific information in simplified, lifeskill materials related to immediate needs.</p> <p>Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations.</p> <p>Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts.</p> <p>Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance.</p> <p>Can locate correct entries in a bilingual dictionary.</p> | <p>Independently completes simplified forms which require personal information.</p> <p>Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance.</p> <p>Has some, but inconsistent, control of basic grammar. Makes frequent errors.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 250

### Marking System:

+ = Achieved competency/function

✓ = More practice is needed

A = Absent

NC = Not covered

Student Name:

Teacher Name:

Level:

Start Date:

Type:

### Getting Started:

- \_\_\_ 1. Ask/answer questions: self
- \_\_\_ 2. Complete personal identification form
- \_\_\_ 3. Introduce self/others
- \_\_\_ 4. Identify family relations
- \_\_\_ 5. State reasons for coming to U.S.A.
- \_\_\_ 6. Locate points on map
- \_\_\_ 7. Identify school policies
- \_\_\_ 8. Respond to seasonal emergencies
- \_\_\_ 9. Write about self/future goals
- \_\_\_ 10. \_\_\_\_\_

### Community Services:

- \_\_\_ 1. Ask/answer questions: services provided
- \_\_\_ 2. Ask/answer questions: library services
- \_\_\_ 3. Complete library card application
- \_\_\_ 4. Inquire: bank services
- \_\_\_ 5. Complete bank forms
- \_\_\_ 6. Inquire: post office services
- \_\_\_ 7. Complete post office forms
- \_\_\_ 8. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Identify stores/services provided
- \_\_\_ 2. Calculate savings
- \_\_\_ 3. Ask/answer questions: location in store
- \_\_\_ 4. Exchange/return merchandise
- \_\_\_ 5. Write simple directions: recipes
- \_\_\_ 6. \_\_\_\_\_

### Health:

- \_\_\_ 1. Identify basic internal organs
- \_\_\_ 2. Make medical appointment
- \_\_\_ 3. Describe illnesses/injuries
- \_\_\_ 4. Follow doctor's instructions
- \_\_\_ 5. Fill out medical form
- \_\_\_ 6. Ask for items at drug store
- \_\_\_ 7. Read medicine labels
- \_\_\_ 8. \_\_\_\_\_

### Holidays and Special Occasions:

- Holiday: \_\_\_\_\_
- \_\_\_ 1. State importance of holiday
- \_\_\_ 2. Describe when/how celebrated
- \_\_\_ 3. Identify historical figures/events
- \_\_\_ 4. Describe holidays in native country
- \_\_\_ 5. \_\_\_\_\_

### Housing:

- \_\_\_ 1. Interpret abbreviations
- \_\_\_ 2. Ask/answer questions: apartment
- \_\_\_ 3. Fill out housing application
- \_\_\_ 4. Select housing and state why
- \_\_\_ 5. State rental rules/regulations
- \_\_\_ 6. State usage/storage: dangerous items
- \_\_\_ 7. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Ask/answer questions: discount times/days
- \_\_\_ 2. Ask/answer questions: area codes
- \_\_\_ 3. Ask/answer questions: listings
- \_\_\_ 4. Call for information
- \_\_\_ 5. Make operator-assisted call
- \_\_\_ 6. Report information: recorded messages
- \_\_\_ 7. Respond to wrong number
- \_\_\_ 8. Call 911
- \_\_\_ 9. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. Ask/answer questions: fares and schedules
- \_\_\_ 2. Ask/answer questions: bus/metro schedule
- \_\_\_ 3. Identify symbols on local road map
- \_\_\_ 4. Locate cities and streets on map
- \_\_\_ 5. Ask for/give directions
- \_\_\_ 6. Ask/answer questions: road map
- \_\_\_ 7. Plan a trip
- \_\_\_ 8. \_\_\_\_\_

### Working in the U.S.A.:

- \_\_\_ 1. Inquire about job openings
- \_\_\_ 2. Fill out application
- \_\_\_ 3. Identify current/past job responsibilities
- \_\_\_ 4. State future job preferences/training
- \_\_\_ 5. Ask/answer questions in a interview
- \_\_\_ 6. Give/follow oral and written instructions
- \_\_\_ 7. Request/respond: clarification
- \_\_\_ 8. Request location/give directions
- \_\_\_ 9. Identify pay and taxes on W2 form
- \_\_\_ 10. Identify pay and deductions on pay stub
- \_\_\_ 11. \_\_\_\_\_

### Writing Level Objective:

- \_\_\_ Write a simple paragraph

### Reading Level Objective:

- \_\_\_ Read simplified materials

# REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair, satisfactory, good, or excellent.*

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

| INDEX OF FUNCTIONS: LEVEL 250                                |              |      |      |        |      |       |      |       |      |
|--------------------------------------------------------------|--------------|------|------|--------|------|-------|------|-------|------|
|                                                              | Get<br>Start | Cons | Comm | Health | Holl | House | Tele | Trans | Work |
| Seek & Report Information                                    |              |      |      |        |      |       |      |       |      |
| Capability                                                   |              |      |      |        |      |       |      |       | *    |
| Cause/effect                                                 | *            |      |      |        |      |       |      |       |      |
| Description (color, size, condition, etc.)                   |              | *    | *    |        | *    | *     | *    |       |      |
| Location/direction                                           |              | *    | *    | *      |      |       | *    | *     | *    |
| Objects/signs/symbols                                        |              |      |      | *      |      | *     |      | *     |      |
| Quantity/price                                               |              | *    |      |        |      | *     | *    | *     |      |
| Self/others                                                  | *            |      |      | *      | *    |       | *    |       | *    |
| Time/chronological information                               |              |      | *    |        |      |       |      | *     | *    |
| Make/Respond to Requests for Clarification                   |              |      |      | *      |      | *     | *    | *     | *    |
| Express & Inquire about Opinions, Attitudes                  |              |      |      |        |      |       |      |       |      |
| Likes/preference/satisfaction/compliments                    |              |      |      |        |      | *     |      | *     | *    |
| Needs/wants/intentions                                       |              | *    | *    | *      |      |       | *    |       | *    |
| Regrets/apologies/sympathy                                   |              |      |      |        |      |       | *    |       |      |
| Gratitude/surprise                                           |              |      |      |        |      |       |      |       |      |
| Complaints                                                   |              |      |      |        |      |       |      |       |      |
| Opinions                                                     |              |      |      |        |      |       |      |       |      |
| Express/inquire about conditions (health, pain, worry, mood) |              |      |      | *      |      |       |      |       |      |

INDEX OF FUNCTIONS: LEVEL 250

|                                                      | Get<br>Start | Cons | Comm | Health | Holl | House | Tele | Trans | Work |
|------------------------------------------------------|--------------|------|------|--------|------|-------|------|-------|------|
| <b>Make &amp; Respond to Directives:</b>             |              |      |      |        |      |       |      |       |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | .            | .    |      | .      |      | .     |      |       | .    |
| Respond to instructions/directives                   | .            |      |      |        |      |       |      |       | .    |
| Request assistance                                   |              |      |      |        |      |       | .    |       |      |
| Give/seek permission                                 |              |      |      |        |      |       |      |       |      |
| Give/respond to correction/warning                   |              |      |      |        |      | .     |      |       |      |
| Make/respond to invitations                          |              |      |      |        |      |       |      | .     |      |

## RESOURCES: LEVEL 250

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.*

### TEXT

A Taste of English  
Book of Forms  
By the People, For the People  
Card Book  
Chicken Smells Good  
Conversation Book 1 & 2  
Drawing Out  
Easy True Stories  
English for Adult Competency 2  
ESL Holiday Teacher's Activity Kit  
Expressways 1  
Expressways 1 Workbooks A & B  
Get Ready, Go, Home Free!  
Grammarwork 1 & 2  
Here to Stay in the USA  
Invest in Writing 1 & 4  
Invest in Writing: The Job Hunt  
Invest: Planning Trips/Using Road Maps  
Invest: Using a Checkbook  
It's Time to Talk  
Jazz Chants (T)  
Learning to Listen (T)  
Let's Celebrate America  
Lifelines 2  
Lifeskills 1 & 2

Listen to Me (T)  
Look Again Pictures  
More Picture Stories  
Moving On (T)  
New Beginning  
Personal Stories 3  
Picture Stories  
Problem Solving  
Purple Cows and Potato Chips  
Real Life English 2  
Real Life English 2 Grammar  
Real Life English 2 Workbook  
Side by Side 1 & 2  
Side by Side Activity Workbooks 1 & 2  
Skill Sharpeners 1 & 2  
Stepping Out  
Stories from the Heart  
Stories to Tell Our Children  
Talk-A-Tivities  
True Stories in the News  
Voices of Freedom 2  
Working Experience 2  
Working in English 2  
Write from the Start  
Write Stuff: Lifeskills Writing

Writing Book: English for Everyday Life  
Writing Warm-Ups

### CAI/AV

Basic Vocabulary Builder  
English Express  
Invest Lifeskills  
IVD 2  
MECC Dataquest  
PC Globe  
PC USA  
Quick Talk  
Reading for Everyday Living

### VIDEO

Arlington Survival Video: 911  
Side by Side

(T) = Tape available



## INSTRUCTIONAL UNITS: 200

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## GETTING STARTED-250

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

**Developmental Reading:** See end of level for objectives. Side by Side 1, p. 148; A New Beginning, p. 1-5, unit 2; Stories from the Heart (About me)

**Developmental Writing:** See end of level for objectives. Side by Side 1, p. 148; A New Beginning, p. 1-5, unit 2; Stories from the Heart (About me); Write from the Start, p. 4, 15

| OBJECTIVES                                                                                                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                 | INTEGRATION                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age, number of children, marital status, and place of work and study) | Seek/report info: self/others<br>Where are you from?<br>I'm from Korea.<br>Where do you work?<br>Do you have children?<br>No, I don't.<br>I work at Amtrak.<br>How old are you?<br>I'd rather not say. | <u>English for Adult Competency 2</u> , p. 3-7<br><u>Drawing Out</u> , p. 6<br><u>Jazz Chants</u> , p. 23, 45<br><u>Expressways 1</u> , p. 2, 4-7<br><u>Lifelines 2</u> , Ch. 3<br><u>Write from the Start</u> , p. 42-43 | Work: interview questions<br><br>Structures:<br>Questions: wh & yes/no<br>Would rather (not)<br>Simple present<br><br>Cross-culture: taboo questions (eg. age) |
| 2. Complete personal identification (information from objective 1 as well as, sex, social security number, how long at current job, and signature)                                |                                                                                                                                                                                                        | <u>A Conversation Book 1</u> , p. 33<br><br>Registration forms                                                                                                                                                            | Housing: application<br>Working: application<br>Health: medical history                                                                                        |
| 3. Introduce self and others.                                                                                                                                                     | Report info: self/others:<br>I'm Tuyet.<br>Let me introduce my grandfather, Dinh.<br>Pleased to meet you.                                                                                              | <u>Lifelines 2</u> , Ch. 1<br><u>English for Adult Competency 2</u> , p. 9<br><u>Expressways 1</u> , p. 3<br><u>Expressways 1 Wkbk A</u> , p. 1                                                                           | Work: interview<br><br>Structures:<br>Simple present<br>Possessive pronouns<br><br>Cross-culture: handshaking, use of first and last names and titles          |

| GETTING STARTED-250                                                               |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                        |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                        | RESOURCES                                                                                                                              | INTEGRATION                                                                                                                            |
| 4. Identify family relations over 3 generations.                                  | Report info: others:<br>Those are my cousins.<br>My aunt is married to my uncle.<br>Their children are my cousins.                                                   | <u>Lifeskills 1</u> , p. 38, 40<br><u>Drawing Out</u> , p. 5<br><u>A Conversation Book 1</u> , p. 28-30<br>self-generated family trees | Structures: Simple present<br><br>Cross-culture: role of extended family                                                               |
| 5. State reasons for leaving country of origin and coming to US.                  | Report info: cause/effect<br>There is a war in my country.<br>I want to study in the US.                                                                             | <u>English for Adult Competency 2</u> , p. 6                                                                                           | Holiday: Thanksgiving<br><br>Structures: There is/there are                                                                            |
| 6. Locate relevant points on maps.<br>(native country, US, Virginia, Arlington)   |                                                                                                                                                                      | maps, globe                                                                                                                            | Holiday: Flag day<br>Transportation: maps                                                                                              |
| 7. Identify school policies and rules (see sample language and school brochures). | Instruct someone to do something:<br>Smoking is not permitted.<br>We should come on time.<br>You have to bring your books.<br>You may not bring your children.       | school brochures                                                                                                                       | Housing: regulations<br><br>Structures: Should, must, have to<br>Gerunds<br>Negatives<br>Cross-culture: rules in native country        |
| 8. Respond to seasonal emergency procedures: fire drills, tornado drills          | Respond to instructions:<br>Exit quickly to the left.<br>Don't forget to close the door.<br>You must stay down in a tornado.<br>Turn right and go out the side door. | school emergency procedures                                                                                                            | Health/work: instructions<br><br>Structures: Imperatives<br>Negatives<br>Must<br>Cross-culture: seasonal emergencies in native country |
| 9. Write a timeline, including past and present events as well as future goals.   | Report info: self:<br>I would like to _____ in the future.<br>I worked as a _____ in my country.<br>I plan to study engineering.                                     | <u>Stories from the Heart</u> , p. 102-116<br><br>student timelines (see needs assessment appendix)                                    | Work: job desired<br><br>Structures: Would like to<br>Present, past, future                                                            |
| CA/AV: <u>PC Globe</u> ; <u>English Express Language Builder</u>                  |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                        |

## CONSUMERISM - LEVEL 250

**Developmental Reading:** See end of level for objectives. Picture Stories, unit 13; Get Ready, Go, Home Free!, p. 99; More Picture Stories, unit 13

**Developmental Writing:** See end of level for objectives. Picture Stories, unit 13; Get Ready, Go, Home Free!, p. 21; The Card Book, p. 109; Drawing Out, p. 24; More Picture Stories, unit 13

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                        | RESOURCES                                                                                                                                                                                                                                                                                              | INTEGRATION                                                                                                                                                                               |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify local stores/services provided in the community.                   | Advise/ask for advice:<br>Where can I buy a...<br>You should go to the ...<br>Where can I find ....?<br>You should call ...<br>Is there a free clinic?                               | <u>Real Life English 2 Wkbk</u> , p. 31, 36<br><u>A Conversation Book 1</u> , p. 78<br><u>It's Time to Talk</u> , p. 44<br><u>A Taste of English</u> , unit 8<br><br>Telephone Book                                                                                                                    | Telephone: request info<br><br>Structures:<br>Questions: wh & yes/no<br>Can, should<br>There is/there are                                                                                 |
| 2. Given ads, calculate savings and identify better buys.                      | Report info: price:<br>This coffee is cheaper than that one.<br>These shoes are on sale.<br>I can save \$10.                                                                         | <u>Here to Stay in the USA</u> , unit 5<br><u>Get Ready, Go, Home Free!</u> , p. 10<br><u>Real Life English 2 Wkbk</u> , p. 34<br><u>A Taste of English</u> , unit 6                                                                                                                                   | Structures:<br>Simple present<br>Comparatives<br>Demonstratives                                                                                                                           |
| 3. Given diagram of a store, ask and answer questions about location of items. | Seek/report info: location:<br>Where is the dairy section?<br>It's in the back.<br>Where can I find children's clothing?<br>They're on the third floor next to the mens' department. | <u>Moving On</u> , unit 1 (food) (T)<br><u>Learning to Listen</u> , p. 76-77, 127<br><u>Get Ready, Go, Home Free!</u> , p. 5-6, 13-15, 93-94<br><u>Expressways 1</u> , p. 36, 62<br><u>Lifeskills 1</u> , p. 46<br><u>A Conversation Book 1</u> , p. 73, 75-77, 82, 84<br><u>Listen to Me</u> , unit 6 | Health: drugstore<br>Work: ask/answer - location<br><br>Structures:<br>Wh questions<br>Simple present<br>Prepositions of place<br><br>Cross-culture: places people shop for food/clothing |

# CONSUMERISM - LEVEL 250

| OBJECTIVES                                                                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                     | RESOURCES                                                                                                                                                                                                                   | INTEGRATION                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 4. In a store simulation, exchange/return merchandise.                                                                                     | <p>Seek/report info: descriptive/condition:<br/>These pants are too tight.<br/>This milk is spoiled.</p> <p>Express needs:<br/>I'd like another carton.<br/>Can I exchange this another size?</p> | <p><u>Get Ready, Go, Home Free!</u>, p. 20<br/><u>Lifelines 2</u>, units 11-12<br/><u>Expressways 1</u>, p 67<br/><u>Expressways 1 Wkbk A</u>, p 60-61</p>                                                                  | <p>Structures:<br/>Would like, can<br/>Demonstratives</p> <p>Cross-culture: ways things are exchanged/returned</p>                          |
| 5. Write simple directions for preparing food.                                                                                             | <p>Instruct someone to do something:<br/>First, ....<br/>Then, ....</p>                                                                                                                           | <p><u>Expressways 1</u>, p. 137<br/><u>Expressways 1 Wkbk B</u>, p. 40-41<br/><u>English for Adult Competency 2</u>, p. 38-39<br/><u>Picture Stories</u>, unit 13<br/><u>A Taste of English</u>, p. 38-39, recipe pages</p> | <p>Work: give/follow directions</p> <p>Structures:<br/>Imperative<br/>Sequence markers</p> <p>Cross-culture: traditional foods, recipes</p> |
| CAVAV: <u>English Express Language Builder and Speech Master</u> : supermarket, fruits, vegetables, fast food, menu, clothing, accessories |                                                                                                                                                                                                   |                                                                                                                                                                                                                             |                                                                                                                                             |

## COMMUNITY SERVICES - LEVEL 250

**Developmental Reading:** See end of level for objectives. A New Beginning, unit 11; Chicken Smells Good, p. 158-167; Problem Solving, unit 1, problem 3; More Picture Stories, unit 16

**Developmental Writing:** See end of level for objectives. Problem Solving, unit 1, problem 3; More Picture Stories, unit 16

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                           | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                      | INTEGRATION                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given local community agencies, ask and answer questions about services provided. | <p>Seek/report info: location<br/>           Where can I get legal help?<br/>           You can call legal aid for a lawyer.<br/>           The garbage men pick up your trash.<br/>           Where can I borrow children's books?<br/>           You can borrow books from the library.<br/>           Is there an organization for ....?</p>                                                     | <p><u>English for Adult Competency 2</u>, p. 196-197, 176-177<br/> <u>By the People, For the People</u>, p. 108-113</p> <p>Arlington County Mini-directory<br/>           Field trip to the Arlington County Courthouse/Information Center</p> | <p>Consumerism: local services<br/>           Transportation: ask for info</p> <p>Structures:<br/>           Simple present<br/>           Questions: wh &amp; yes/no<br/>           Can<br/>           There is/there are</p> <p>Cross-culture: community agencies, services</p> |
| 2. Ask and answer questions about library services.                                  | <p>Seek/report info: time<br/>           What services does the library have?<br/>           You can borrow books, cassettes and videos.<br/>           When is the library open?<br/>           The library is open ...<br/>           How long can I keep books?<br/>           You can keep books for ...</p> <p>Express needs:<br/>           May I please have a library card application?</p> | <p><u>Skill Sharpeners 2</u>, p. 69, 104<br/> <u>English for Adult Competency 2</u>, p. 169<br/> <u>It's Time to Talk</u>, p. 50</p> <p>library fliers<br/>           Field trip to the library</p>                                            | <p>Structures:<br/>           Questions: wh &amp; yes/no<br/>           Can/may</p>                                                                                                                                                                                               |



# **COMMUNITY SERVICES - LEVEL 250**

| OBJECTIVES                                                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                 | INTEGRATION                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Complete library application form.                                                                   |                                                                                                                                                                                                                                                                                        | library card applications                                                                                                                                                                                 | Getting Started: ID form                                                                                                                    |
| 4. Inquire about bank services, including checking and savings account.                                 | <p>Seek info: descriptive<br/>What is the interest rate?<br/>How often can I withdraw money?<br/>Is there a minimum balance?</p> <p>Express needs/wants:<br/>I'd like to open a savings account/to deposit this into my savings account.</p>                                           | <p><u>Real Life English 2</u>, p. 15-17<br/><u>Expressways 1</u>, p. 143<br/><u>Lifelines 2</u>, unit 6<br/><u>English for Adult Competency 2</u>, p. 125<br/><u>It's Time to Talk</u>, p. 83</p>         | <p>Structures:<br/>Questions: wh &amp; yes/no<br/>Simple present<br/>Would like</p> <p>Cross-culture: reasons for, ways of saving money</p> |
| 5. Complete bank forms (e.g. account application, deposit and withdrawal slips).                        |                                                                                                                                                                                                                                                                                        | <p><u>Invest: Using a Checking Account</u>, p. 21-28<br/><u>Real Life English Wkbk 2</u>, p. 10<br/><u>Skill Sharpeners 2</u>, p. 33<br/><u>English for Adult Competency 2</u>, p. 126</p>                | <p>Getting Started: forms<br/>Work: applications</p>                                                                                        |
| 6. Inquire about post office services.                                                                  | <p>Seek info: price<br/>Do I need to insure this package?<br/>How much does it cost?<br/>How long will it take for this letter to get to...?</p> <p>Express needs/wants:<br/>I want to buy stamps/money order.<br/>I'd like to mail this package.<br/>I want to buy a money order.</p> | <p><u>Expressways 1</u>, p. 68-69<br/><u>Moving On</u>, unit 2 (T)<br/><u>Real Life English 2</u>, p. 21-22<br/><u>English for Adult Competency 2</u>, p. 158-163<br/><u>It's Time to Talk</u>, p. 90</p> | <p>Structures:<br/>Questions: wh &amp; yes/no<br/>Would like<br/>Simple present</p>                                                         |
| 7. Complete post office forms (e.g. change of address, certified mail, customs declaration, insurance). |                                                                                                                                                                                                                                                                                        | <p><u>Real Life English Wkbk 2</u>, p. 9<br/><u>Invest in Writing 3</u>, p. 69-71<br/><u>Book of Forms</u>, p. 61-62<br/><u>English for Adult Competency 2</u>, p. 162</p>                                | <p>Getting Started: forms</p>                                                                                                               |
| <b>CA/AV:</b> <u>English Express Language Builder and Speech Master</u> : the city, the post office     |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                           |                                                                                                                                             |

## HEALTH LEVEL 250

**Developmental Reading:** See end of level for objectives. A New Beginning, unit 14; Chicken Smells Good, unit 3; Personal Stories 3, p. 94-108; Get Ready, Go, Home Free!, p. 35

**Developmental Writing:** See end of level for objectives. Personal Stories 3, p. 94-108; Look Again Pictures, unit 10; Drawing Out, p. 73; A New Beginning, unit 14

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                   | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                       | RESOURCES                                                                                                                                                                                                              | INTEGRATION                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given visuals, identify basic internal organs.                                            | Report info: objects:<br>This is the heart.<br>These are the lungs.                                                                                                                 | <u>Real Life English 2</u> , p. 89<br><u>A Conversation Book 1</u> , p. 120<br><u>A Taste of English</u> , ch. 2                                                                                                       | Structures:<br>Simple present<br>Demonstratives                                                                                                                                  |
| 2. Make medical appointment by phone, describing problem and giving personal identification. | Report info: self<br>This is Mai Nguyen.<br><br>Express: condition<br>I have a terrible toothache.<br>My baby has a rash.<br><br>Express needs:<br>I'd like to make an appointment. | <u>Real Life English 2 Workbook</u> , p. 44, 47<br><u>Expressways 1</u> , p. 52                                                                                                                                        | Getting Started: ID<br>Telephone: 911<br><br>Structures: Simple present<br>Would like<br><br>Cross-culture: when to see a doctor; where: clinics, emergency room, private doctor |
| 3. Given a doctor's visit, describe illnesses and injuries to the doctor.                    | Express: condition:<br>I've been sick since Friday.<br>I have a fever and a sore throat.<br>I am having chest pains.                                                                | <u>Moving On</u> , unit 9 (T)<br><u>Listen to Me</u> , unit 15 (T)<br><u>Look Again Pictures</u> , unit 10<br><u>Skill Sharpeners 1</u> , p. 109<br><u>Side by Side 2</u> ; p. 100-101<br><u>Expressways 1</u> ; p. 54 | Work: call in sick<br>Telephone: 911<br><br>Structures:<br>Simple present<br>Present continuous<br>Present perfect<br><br>Cross-culture: male/female doctors                     |

# HEALTH LEVEL 250

| OBJECTIVES                                                                                                                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                         | RESOURCES                                                                                                                                                                                 | INTEGRATION                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 4. Given a doctor's visit, follow simple instructions, eg. don't breathe, take this three times a day.                                                 | Make/respond to request: clarification:<br>Could you repeat the instructions?<br>How often do I take this?<br>Will this make me tired?                |                                                                                                                                                                                           | Work: instructions<br><br>Structures:<br>Imperative<br>Questions: wh & yes/no                                      |
| 5. Fill out simplified medical form, including medical history.                                                                                        |                                                                                                                                                       | <u>Real Life English 2</u> , p. 96<br><u>A Conversation Book 1</u> , p. 127<br><u>English for Adult Competency 2</u> , p. 61<br><u>A Writing Book: English for Everyday Life</u> , p. 109 | Getting Started: ID forms<br>Work: application<br>Housing: application                                             |
| 6. Ask for/locate items at the drug store.                                                                                                             | Seek info: location:<br>Where are the cough medicines?<br>They are in aisle 6 on the left.<br>Where is the yogurt?<br>It's at the back near the milk. | <u>Get ready, Go, Home Free!</u> , unit 3<br><u>Lifelines 2</u> : unit 18                                                                                                                 | Consumerism: location<br><br>Structures:<br>Wh-questions<br>Prepositions: place<br>Singular/plural                 |
| 7. Given simplified medicine labels, explain dosage and warnings.                                                                                      | Instruct someone to do something:<br>Take four times a day.<br>Finish this medication.                                                                | <u>Stepping Out</u> , activity 18<br><u>Real Life English 2</u> , p. 95<br><u>English for Adult Competency 2</u> , p. 65-66                                                               | Housing: dangerous items<br><br>Structures:<br>Imperative<br><br>Cross-culture: generic/brand names, sharing drugs |
| CAVAV: <u>Reading for Everyday Living</u> -labels; <u>English Express</u> : the doctor, the dentist; <u>Quick Talk</u> : the body, the body and health |                                                                                                                                                       |                                                                                                                                                                                           |                                                                                                                    |

## HOUSING LEVEL 250

**Developmental Reading:** See end of level for objectives. The Chicken Smells Good, unit 6; A New Beginning, unit 1

**Developmental Writing:** See end of level for objectives. Drawing Out, p. 50; A New Beginning, unit 1

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                                                                | INTEGRATION                                                                                                                 |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. Given simplified housing ad, interpret abbreviations.                                          | Report info: symbols:<br>A/C means air conditioning.                                                                                                                                                                                                                                                                                                                | <u>Lifeskills 2</u> , p. 21<br><u>Lifelines 2</u> , unit 13<br><u>Real Life English 2</u> , unit 7<br><u>Stepping Out</u> , activity 24<br><u>English for Adult Competency 2</u> , p. 100<br><u>It's Time to Talk</u> , p. 82                                                                                                            | Structure:<br>Simple present                                                                                                |
| 2. Given simplified housing ad, ask and answer questions, including what rent does (not) include. | Seek/report info: descriptive/price:<br>How much is the rent?<br>How many bedrooms are there?<br>There are 2.<br>When is it available?<br>Is there a laundry room?<br>Are utilities included? No, they aren't.<br>Is there a security deposit? Yes.<br>Are pets allowed?<br><br>Make/respond to request: clarification:<br>Excuse me. Could you repeat that please? | <u>Side by Side I</u> , p. 53-56<br><u>Real Life English 2</u> , unit 7<br><u>Real Life English 2 Workbook</u> , p. 39-41<br><u>Stepping Out</u> , activity 24<br><u>Expressways 1</u> , p. 32<br><u>Expressways 1 Workbook A</u> , p. 32-33<br><u>English for Adult Competency 2</u> , p. 98-99<br><u>It's Time to Talk</u> , p. 45, 82 | Structures:<br>Questions: wh & yes/no<br>There is/there are<br>Count/non-count nouns<br><br>Cross-culture: types of housing |
| 3. Fill out simplified housing application.                                                       |                                                                                                                                                                                                                                                                                                                                                                     | <u>English for Adult Competency 2</u> , p. 112<br><u>Invest In Writing 4</u> , p. 54-59                                                                                                                                                                                                                                                  | Getting Started: ID form<br>Health: medical history<br>Working: application                                                 |

## HOUSING LEVEL 250

| OBJECTIVES                                                                                                                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                             | RESOURCES                                                                            | INTEGRATION                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 4. Given visual of different types of housing, select one and state reasons for choosing it.                                                                                                   | Express likes/preferences:<br>I like this apartment because ...                                                           | <u>Real Life English 2</u> , p. 78<br><u>Real Life English 2 Workbook</u> , p. 40-41 | Structures:<br>Because<br>Simple present                                                           |
| 5. State basic rental rules and regulations.                                                                                                                                                   | Instruct someone to do something:<br>No pets permitted.<br>Rent is due on the first of the month.                         | <u>English for Adult Competency 2</u> , p. 104-105                                   | Getting Started: school rules<br><br>Structures:<br>Imperative                                     |
| 6. State use and storage of dangerous household items.                                                                                                                                         | Give warning:<br>Keep away from children.<br><br>Advise someone to do something:<br>You should keep this in a cool place. | <u>Purple Cows and Potato Chips</u> , p. 100<br><br>Arlington County brochures       | Getting Started: emergency procedures<br>Health: labels<br><br>Structures:<br>Imperative<br>Should |
| <b>CAVAV:</b> <u>IVD</u> , House 2; <u>English Express</u> : kitchen, dining room, bedroom, bathroom, living room, backyard and garden, housing; <u>Basic Vocabulary Builder</u> , furnishings |                                                                                                                           |                                                                                      |                                                                                                    |



## HOLIDAYS AND SPECIAL OCCASIONS - LEVEL 250

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays/special occasions that they would like to cover.

| OBJECTIVES                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                 | INTEGRATION                   |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------|
| 1. State importance of holiday/special occasion.                                      | Report info: descriptive:<br>We celebrate Memorial Day to remember the soldiers.              | Structures:<br>simple present |
| 2. Describe how and when holiday/special occasion is celebrated.                      | Report info: descriptive:<br>For birthdays, we have a cake with candles on it .               | Structures:<br>simple present |
| 3. Identify historical figures and events important to this holiday/special occasion. | Report info: descriptive:<br>Martin Luther King Jr. was a leader for equal rights.            | Structures:<br>simple past    |
| 4. Describe holidays/special occasions celebrated in native country.                  | Report info: descriptive, self:<br>In my country, we have fireworks for the Chinese New Year. | Structure:<br>simple present  |



## HOLIDAYS AND SPECIAL OCCASIONS - LEVEL 250

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holiday's in Chronological Order:</u><br>New Year's<br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Groundhog's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day<br>Halloween<br>Columbus Day | Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br><br>Friday the 13th<br>religious holidays<br><br><u>Cross-culture:</u><br><br>birthdays<br>marriages<br>births/deaths<br>Friday 13th<br>holidays in students' native countries | <u>ESL Holiday Teacher's Kit</u><br><u>Let's Celebrate America</u><br><u>Voices of Freedom 2</u><br><u>A New Beginning</u><br><u>Side by Side 2</u><br><u>It's Time to Talk</u> , p. 175<br><br>Field trips: memorials, museums,<br>National Archives, The Capitol,<br>Arlington Cemetery |
| <b>CA/AV:</b> <u>PC Globe</u> ; <u>PC USA</u> ; <u>MECC Database</u> - Presidents; <u>English Express Language Builder</u> - Holiday                                                                                                                                                                                         |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                           |

## TELEPHONE/COMMUNICATION LEVEL 250

**Developmental Reading:** See end of level for objectives. More Picture Stories, units 7, 9

**Developmental Writing:** See end of level for objectives. Write from the Start, p. 20-21; More Picture Stories, units 7, 9

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                     | RESOURCES                                                                                                                       | INTEGRATION                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given phone book, ask and answer questions about discount times, days, and types of calls. | Seek/report info: price<br>Which days are cheaper?<br>Saturdays and Sundays are cheaper.<br>Which times are the most expensive?<br>Between 8-5, Monday-Friday.<br>Which type of long distance call is the cheapest?<br>A station to station call is the cheapest. | Phone books                                                                                                                     | Consumerism: better buys<br><br>Structures: Simple present<br>Comparative/superlative<br>Wh questions<br><br>Cross-culture: cost of calls in native country |
| 2. Given phone book, ask and answer questions about area codes for specified cities.          | Seek/report info: location<br>What's the area code for San Francisco, CA?<br>It's 415.                                                                                                                                                                            | <u>Learning to Listen</u> , p. 87<br><u>Lifeskills 1</u> , p. 34<br><br>Phone books                                             | Getting Started: maps<br>Transportation: maps<br><br>Structures: Simple present<br>Wh questions                                                             |
| 3. Given white pages, ask and answer questions about specified listings.                      | Seek/report info: others<br>What's the phone number for Jose Martinez?<br>It's (703) 578-3131.                                                                                                                                                                    | <u>Learning to Listen</u> , p. 90-91<br><u>Stepping Out</u> , activity 22<br><br>Phone books                                    | Structures:<br>Wh questions<br>Simple present                                                                                                               |
| 4. Call information for local and long distance numbers.                                      | Express need:<br>(What city, please?)<br>Could I have the number for Joe Johnson on Globe Road please?<br>(The number is ...)                                                                                                                                     | <u>Lifeskills 1</u> , p. 35<br><u>Expressways 1</u> , p. 10<br><u>English for Adult Competency 2</u> , p. 17<br><br>teletrainer | Structures:<br>Could<br>Yes/no questions<br><br>Cross-culture: cost of information calls in US/native country                                               |

# TELEPHONE/COMMUNICATION LEVEL 250

| OBJECTIVES                                                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                | INTEGRATION                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 5. Given a long distance call, make an operated assisted call (international, collect and/or person to person).                | Express need:<br>I'd like to make a (...) call to Mexico.<br>Thank you very much.<br>Can I make a collect call, please?<br>Report info: self:<br>My name is...<br>My number is...                                      | <u>Expressways 1</u> , p. 120<br><u>Expressways 1: Workbook B</u> , p. 22<br><u>A Conversation Book 1</u> , p. 88<br><u>English for Adult Competency 2</u> , p. 18-21<br><br>Teletrainer | Structures:<br>Would like, can, could<br><br>Cross-culture: cost of direct dial/operated assisted calls   |
| 6. Report information from common operator-recorded messages.                                                                  | Report info: descriptive, condition<br>The new number is...<br>The number is disconnected.                                                                                                                             | Teacher recorded messages<br>Teacher recorded language master cards                                                                                                                      |                                                                                                           |
| 7. Respond appropriately to wrong number.                                                                                      | Express/respond to apology:<br>I'm sorry. (I) you have the wrong number.<br>That's OK.<br><br>Make/respond to request: clarification:<br>Is this 358-4303?<br>No, it isn't.<br>Yes, it is, but ... does not live here. | <u>A Conversation Book 2</u> , p. 17<br><br>teletrainer                                                                                                                                  | Structures:<br>Simple present<br>Yes/no questions<br><br>Cross-culture: appropriate ways of responding    |
| 8. Given an emergency situation, call 911, describe problem, request assistance, and give personal identification information. | Report info: descriptive/condition:<br>I want to report a fire at...<br>There's an accident at ...<br>Request assistance:<br>Please send help.<br>I need an ambulance.<br>It's an emergency.                           | <u>Lifelines 2</u> , unit 15<br><u>Expressways 1</u> , p. 57, 124-125<br><u>Listen to Me</u> , Unit 19 (T)<br><br>teletrainer<br><u>Arlington Survival Video: 911</u>                    | Health: describe problems<br><br>Structures:<br>There is/there are<br>Prepositions of place<br>Imperative |

CA/AV: IVD 1, 2

## TRANSPORTATION LEVEL 250

**Developmental Reading:** See end of level for objectives. Side by Side 2, p. 61-62; Stories From the Heart; 49-51

**Developmental Writing:** See end of level for objectives. The Write Stuff, Lifeskills Writing, p. 19-20; Invest in Writing 1, p. 32-36; A New Beginning, unit 4

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given a destination, ask and answer questions about fare and schedule information.                                           | <p>Seek/report info: time, price<br/>What time does the bus leave?<br/>At 4:30.<br/>How much is a ticket to San Diego?<br/>It's \$450, round trip.</p> <p>Make/respond to request: clarification:<br/>Excuse me. How much?<br/>Excuse me. Can you repeat that?</p>  | <p><u>Stepping Out</u>, Activity 12, 15<br/><u>Learning to Listen</u>, p. 45<br/><u>English for Adult Competency 2</u>, p.79-81<br/><u>Expressways 1</u>, p. 20-21, 122<br/><u>Expressways 1 Workbook B</u>, p. 21-22<br/><u>Moving On</u>, unit 6 (T)<br/><u>Lifelines 2</u>, units 7<br/><u>Here to Stay in the USA</u>, p. 114</p> | <p>Structures:<br/>Wh questions<br/>Simple present<br/>Prepositions: place &amp; time</p> <p>Cross-cultures: means of transportation in native country</p> |
| 2. Given a bus/metro schedule for a local route, ask and answer questions about arrival and departure times and length of trip. | <p>Seek/report info: time<br/>What time does the 23 bus get to..<br/>How long does it take to get from Wilson School to Ballston?<br/>The bus comes at 10:20.</p> <p>Make/respond to request: clarification:<br/>Excuse me. What time?<br/>Can you repeat that?</p> | <p><u>Lifelines 2</u>, unit 8<br/>local bus schedules</p>                                                                                                                                                                                                                                                                             | <p>Structures:<br/>Questions: wh &amp; yes/no<br/>Simple present</p>                                                                                       |
| 3. Given a road map, identify symbols.                                                                                          | <p>Report info: signs/symbols:<br/>What does this mean?<br/>This means bridge.</p>                                                                                                                                                                                  | <p><u>Invest Planning Trips/Using Road Maps</u>, p. 18-26, 35-49</p>                                                                                                                                                                                                                                                                  | <p>Structures: Simple present</p> <p>Cross-culture: symbols used in native country</p>                                                                     |
| 4. Given a road map, locate cities and streets using map grids.                                                                 |                                                                                                                                                                                                                                                                     | <p><u>Invest Planning Trips/Using Road Maps</u>, p. 35-39</p>                                                                                                                                                                                                                                                                         | <p>Getting Started: maps<br/>Telephone: maps</p>                                                                                                           |

| TRANSPORTATION LEVEL 250                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                                                                                                                                                            | INTEGRATION                                                                                                                                                                   |
| 5. Given a map, ask for and give directions from school to various familiar, local places (e.g. home, library, supermarket, movie theater, courthouse).                                                            | <p>Seek/report info: location, direction:<br/>Excuse me, can you tell me where the courthouse is?<br/>Walk along Wilson Blvd 2 blocks.<br/>It's next to the police station on the left.</p> <p>Make/respond to request: clarification:<br/>Excuse me. Can you repeat that, please?</p> | <p><u>Stepping Out</u>, activity 11<br/><u>Learning to Listen</u>, p. 72-75<br/><u>Side by Side 2</u>, p. 56-60<br/><u>Expressways 1</u>, p. 22-25<br/><u>Working in English 2</u>, p. 44-45<br/><u>A Conversation Book 1</u>, p. 96-97<br/><u>Talkactivities</u>, p. 47-53<br/><u>English for Adult Competency 2</u>, p. 75-76<br/><u>Moving On</u>, Unit 5 (T)</p> | <p>Getting Started: maps<br/>Work: follow directions</p> <p>Structures:<br/>Sequence markers<br/>Imperative<br/>Could, can<br/>Prepositions of place<br/>Yes/no questions</p> |
| 6. Given a road map and destination, ask and answer questions about route to destination.                                                                                                                          | <p>Seek/report info: location, direction:<br/>What route do we take?<br/>We take highway 14 to exit 12.</p> <p>Make/respond to request: clarification:<br/>Excuse me. Which exit?</p>                                                                                                  | <p><u>Real Life English 2</u>, p. 119<br/><u>Real Life English 2 Wkbk</u>, p. 57<br/><u>Invest Planning a Trip/Using Road Maps</u>, p. 48-49, 53</p>                                                                                                                                                                                                                 | <p>Getting Started: maps</p> <p>Structures:<br/>Wh-questions<br/>Simple present</p> <p>Cross-culture: vacations in native country</p>                                         |
| 7. Given a destination, plan a trip including time, means of transportation, route, type of accommodation.                                                                                                         | <p>Express/Inquire about preference:<br/>What do you want to do?<br/>Where do you want to go?<br/>I don't feel like going fishing.</p> <p>Make/respond to invitation:<br/>Let's go for a hike.<br/>How about going to the mountains?<br/>That's fine with me.</p>                      | <p><u>Expressways 1</u>, p. 84-85<br/><u>Invest: Planning Trips/Using Road Maps</u>, p. 48-49, 53<br/><u>Real Life English 2</u>, p. 114-115, 117-118<br/><u>Real Life English 2 Wkbk</u>, p. 56<br/><u>Here to Stay in the USA</u>, p. 115<br/>Brochures from state tourist bureaus.</p>                                                                            | <p>Structure:<br/>Wh-questions<br/>Simple present<br/>Let's<br/>Negatives</p> <p>Cross-culture: leisure activities in native country</p>                                      |
| <b>CAVAV:</b> <u>English Express Language Builder and Speech Master</u> : the train, bus, taxi, routes and road signs, the airport; <u>Invest Lifeskills</u> : following directions, mapping skills (on computer). |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               |



# WORKING IN THE USA LEVEL 250

**Developmental Reading:** See end of level for objectives. Side by Side I, p. 108, 141; A New Beginning, units 3, 15; The Chicken Smells Good, p. 101-110; Problem Solving, unit 6, problem 3; The Working Experience 2 (various stories)

**Developmental Writing:** See end of level for objectives. Problem Solving, unit 6, problem 3; Drawing Out, p. 40

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                 | RESOURCES                                                                                                                             | INTEGRATION                                                                                                                                                       |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Inquire about job openings in person and/or on phone.          | Seek info: self<br>Do you have any job openings?<br>Could I come in for an interview?                         | <u>Expressways 1</u> , p. 40-41<br><u>Lifeskills 2</u> , p. 47-48<br><u>English for Adult Competency 2</u> , p. 135-138               | Telephone<br><br>Structures: Yes/no questions<br>Could<br><br>Cross-culture: ways people find jobs, who works in the family                                       |
| 2. Fill out simplified job or training application.               |                                                                                                               | <u>English for Adult Competency 2</u> , p. 144<br><u>Lifeskills 2</u> , p. 51-52<br><u>Invest In Writing: The Job Hunt</u> , p. 53-54 | Getting Started: forms<br>Housing: application<br>Health: medical history<br><br>Cross-culture: reverse chronological order, references, reason for leaving a job |
| 3. Identify current and previous jobs and state responsibilities. | Report info: self:<br>I am a housekeeper.<br>I am responsible for ...<br>I was a teacher.<br>I taught math.   | <u>Lifelines 2</u> , unit 4<br><br>work timelines<br>information grids                                                                | Getting Started: timeline<br><br>Structures:<br>Simple present<br>Simple past                                                                                     |
| 4. State future job preferences and training required.            | Express preferences:<br>I would like to be a supervisor.<br>Express needs:<br>I need to speak better English. | <u>English for Adult Competency 2</u> , p. 154-155                                                                                    | Getting started: future goals<br><br>Structures:<br>Would like                                                                                                    |



# WORKING IN THE USA LEVEL 250

| OBJECTIVE                                                                                                                                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                       | RESOURCES                                                                                                                                                   | INTEGRATION                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. In a interview situation ask and answer questions, including capabilities and experience.                                                                             | Seek/report info: self/chronological:<br>When does the job begin?<br>What experience do you have?<br>I was a ... in my country.<br><br>Express capability: I can... | <u>Expressways 1</u> , p. 42-47<br><u>Listen to Me</u> , unit 4<br><u>Lifeskills 2</u> , p. 26, 61-65<br><u>English for Adult Competency 2</u> , p. 139-142 | Getting Started: personal ID<br><br>Structures: Can<br>Questions: wh & yes/no<br>Simple past<br>Cross-culture: appropriate job interview questions, appearance and dress, promptness |
| 6. Give and follow multiple step oral or simplified written instructions.                                                                                                | Instruct/respond to instructions:<br>First, you ...<br>Then, you...                                                                                                 | <u>Expressways 1</u> , p. 75-77<br><u>Expressways 1, Wkbk A</u> , p. 66-68                                                                                  | Health: follow instructions<br>Getting Started: emergencies<br><br>Structures: Imperatives<br>Sequence markers                                                                       |
| 7. Request and respond to requests for clarification.                                                                                                                    | Make/respond to request: clarification:<br>Excuse me, could you repeat that?<br>Did you say....?                                                                    | <u>Expressways 1</u> , p. 75-77<br><u>Expressways 1, Wkbk A</u> , p. 66-68                                                                                  | Cross-culture: when and how to ask for clarification                                                                                                                                 |
| 8. Request locations and give directions at work.                                                                                                                        | Seek/report info: directions:<br>Excuse me, where is ...?<br>Sure, it's on the third floor next to the elevator.                                                    | <u>Working in English 2</u> , Ch. 12<br><u>Lifeskills 2</u> , p. 79-81                                                                                      | Transportation: directions<br>Consumerism: location<br><br>Structures: Prepositions of place<br>Questions: wh & yes/no                                                               |
| 9. Given W-2 forms, identify gross/net pay and taxes paid.                                                                                                               |                                                                                                                                                                     | <u>A Writing Book</u> , p. 138<br><u>Book of Forms</u> , p. 11                                                                                              |                                                                                                                                                                                      |
| 10. Given pay stub, identify gross/net pay and deductions.                                                                                                               |                                                                                                                                                                     | <u>Working in English 2</u> , p. 56-58                                                                                                                      |                                                                                                                                                                                      |
| CA/AV: <u>IVD Housekeeping 1,2</u> ; <u>English Express Language Builder and Speech Master</u> according to work context (ie kitchen/kitchenware for cooks), occupations |                                                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                                                      |

## WRITING DEVELOPMENT-250

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a simple paragraph.

**VARIABLES:**

- given a model
- familiar, relevant topic
- level appropriate

The goal for writing development for level 250 is to reach level 350. See entry level descriptions.

**EVALUATION CRITERIA:**

- uses paragraph format
- conveys ideas to readers
- logically organized
- uses supporting details
- correct word order for simple sentences
- correct end punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### WRITING SKILLS DEVELOPMENT

Below are the skills that students need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Brainstorm using visuals or familiar topics  
 Separate information into lists or categories  
 Order sentences using time sequence markers for cohesion  
 Use and edit for basic end punctuation, commas, and capitalization  
 Edit for basic grammar

- conjunction 'and'
- subject pronouns
- possessive adjectives
- word order (subject/verb/object)
- verb suffixes (-s, -ing, -ed)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Drawing Out  
Easy True Stories  
Invest in Writing (1-4)  
Look Again Pictures  
More Picture Stories  
Personal Stories 3  
Picture Stories  
Problem Solving  
Stories from the Heart  
Stories to Tell Our Children  
True Stories in the News

Write Stuff: Lifeskills Writing  
Write from the Start  
Writing Warm-ups

## READING DEVELOPMENT-250

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**

- familiar and some unfamiliar topics
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development at level 250 is to reach level 350. Some students will need more than one cycle of instruction to achieve this goal. For them, retention in level 250 or promotion to level 300 may be appropriate, depending also on their listening, speaking, and writing levels as well as their achievement of the competencies for the level. See entry level descriptions.

**EVALUATION CRITERIA:**

- answer questions orally and in writing related to text (T/F, multiple choice, fill-ins, wh-, opinions)
- scan to locate information in text to answer questions
- identify sequence of simple narrative text
- identify main idea

Evaluation criteria indicate how students should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING:

Make predictions from visuals and titles  
 Predict main idea from title  
 Deduce word meaning through context  
 Scan to locate information in text  
 Identify personal, possessive and demonstrative pronoun antecedents  
 Identify and use transition words to understand relationship between ideas

#### VOCABULARY:

Use phonics to decode  
 Categorize vocabulary (synonyms, antonyms, context)  
 Deduce meaning of compound words  
 Identify affixes (-s, -ing, -ed, -er)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

The Chicken Smells Good  
Easy True Stories  
ESL Holiday Teacher's Activity Kit  
Get Ready, Go, Home Free!  
Let's Celebrate America  
A New Beginning  
Personal Stories 3  
Picture Stories  
Problem Solving  
Stories We Brought With Us  
Stories to Tell Our Children  
True Stories in the News

Voices of Freedom 2  
Working Experience 2

| STRUCTURES-250                             |                                                                  |                                                                                                                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                                 | UNITS                                                            | RESOURCES                                                                                                                                                                                                           |
| <b>ADJECTIVES/PRONOUNS:</b><br>comparative | Consumerism,<br>Telephone                                        | <u>Expressways 1 Workbook B</u> ; p. 43-46<br><u>Grammarwork 2</u> ; p. 74-76<br><u>Real-Life English 2 Grammar</u> ; p. 3, 6-7, 29<br><u>Side by Side 2 (Book/Workbook)</u> ; ch. 5<br>( <i>see also video</i> )   |
|                                            | Consumerism, Health                                              | <u>Expressways 1 Workbook A</u> ; p. 33<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 8, 9<br>( <i>see also video</i> )                                                                                            |
|                                            | Getting Started,<br>Telephone                                    | <u>Expressways 1 Workbook A</u> ; p. 9<br><u>Grammarwork 2</u> ; p. 46                                                                                                                                              |
|                                            | Telephone                                                        | <u>Expressways 1 Workbook B</u> ; p. 44-45<br><u>Grammarwork 2</u> ; p. 77-79<br><u>Real-Life English 2 Grammar</u> ; p. 8-10, 13, 29<br><u>Side by Side 2 (Book/Workbook)</u> ; ch. 6<br>( <i>see also video</i> ) |
| <b>ADVERBIALS:</b><br>cause/reason         | Housing                                                          | <u>Real-Life English 2 Grammar</u> ; p. 24                                                                                                                                                                          |
|                                            | Consumerism,<br>Transportation, Work                             |                                                                                                                                                                                                                     |
| <b>MODAL VERBS:</b><br>can                 | Community,<br>Consumerism,<br>Telephone,<br>Transportation, Work | <u>Expressways 1 Workbook A</u> ; p. 38<br><u>Expressways 1 Workbook B</u> ; p. 4<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 13<br>( <i>see also video</i> )                                                    |
|                                            | Telephone, Work                                                  |                                                                                                                                                                                                                     |
|                                            | Community                                                        | <u>Grammarwork 2</u> ; p. 64                                                                                                                                                                                        |
|                                            | Getting Started                                                  | <u>Expressways 1 Workbook A</u> ; p. 79<br><u>Grammarwork 2</u> ; p. 70-72<br><u>Side by Side 1 (Book/Workbook)</u> ; ch. 13<br>( <i>see also video</i> )                                                           |
|                                            | Consumerism, Getting<br>Started, Housing                         | <u>Real-Life English 2 Grammar</u> ; p. 11, 13, 47-49<br><u>Expressways 1 Workbook A</u> ; p. 50-51<br><u>Side by Side 2 (Book/Workbook)</u> ; ch. 5, 11<br>( <i>see also video</i> )                               |
|                                            | Consumerism,<br>Community,<br>Telephone, Work                    | <u>Real-Life English 2 Grammar</u> ; p. 11-12, 44<br><u>Grammarwork 2</u> ; p. 65, 67-69                                                                                                                            |
|                                            | Getting Started                                                  |                                                                                                                                                                                                                     |
| <b>NOUNS:</b><br>count/noncount            | Housing                                                          |                                                                                                                                                                                                                     |

| STRUCTURES-250                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                                                                                                                                     | UNITS                                                                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PREPOSITIONS:</b><br>place<br><br><br><br><br><br>time                                                                                                     | Consumerism, Health,<br>Telephone,<br>Transportation, Work<br><br><br>Transportation                                                                                                                                                                                       | Expressways 1 Workbook A; p. 19-20, 23, 64<br>Grammarwork 2; p. 20, 32, 33<br>Real-Life English 2 Grammar; p. 59, 61<br>Side by Side 2 (Book/Workbook); ch. 7<br><i>(see also video)</i><br><br>Grammarwork 2; p. 2                                                                                                                                                                                                                                                              |
| <b>THERE IS/<br/>THERE ARE:</b>                                                                                                                               | Consumerism, Getting<br>Started, Housing,<br>Telephone                                                                                                                                                                                                                     | Grammarwork 1; p. 8<br>Side by Side 1 (Book/Workbook); ch. 7<br><i>(see also video)</i>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>VERBS:</b><br>future<br><br>imperative<br><br>-<br><br>negatives<br><br>present continuous<br><br>present perfect<br><br>simple past<br><br>simple present | Getting Started<br><br>Getting Started,<br>Consumerism, Health,<br>Housing, Telephone,<br>Transportation, Work<br><br>Getting Started,<br>Transportation<br><br>Health<br><br>Health, Telephone<br><br>Consumerism, Getting<br>Started, Holidays,<br>Work<br><br>All Units | Expressways 1 Workbook A; p. 24-27, 66-68<br>Expressways 1 Workbook B; p. 40-41<br>Grammarwork 2; p. 58-59<br><br><br><br><br><br>Expressways 1 Workbook A; p. 83-84<br>Grammarwork 2; p. 20-25, 39-43, 47<br>Real Life English 2 Grammar; p. 67-69, 79-84<br>Side by Side 1 (Book/Workbook); ch. 15, 17<br><i>(see also video)</i><br><br>Expressways 1 Workbook A; p. 42-43, 46-47<br>Grammarwork 2; p. 19<br>Side by Side 1 (Book/Workbook); ch. 9<br><i>(see also video)</i> |
| <b>QUESTIONS:</b><br>wh<br><br><br><br><br>yes/no                                                                                                             | All Units<br><br><br><br>Community,<br>Consumerism,<br>Housing, Telephone,<br>Transportation, Work                                                                                                                                                                         | Expressways 1 Workbook A; p. 85<br>Expressways 1 Workbook B; p. 1<br>Grammarwork 2; p. 1, 9, 15, 27, 35<br>Real Life English 2 Grammar; p. 40, 50<br>Side by Side 1 (Book/Workbook); ch. 2<br><i>(see also video)</i><br><br>Grammarwork 2; p. 34<br>Side by Side 1 (Book/Workbook); ch. 5, 10,<br>16<br><i>(see also video)</i>                                                                                                                                                 |

## LEVEL 300

The emphasis at this level is on developing reading and writing skills. Learners at this level typically have very good oral skills but weak written skills. They are usually learners who have had little education in their native countries and/or have been living in the United States for quite awhile without formally studying English.

The reading and writing development units as well as the lifeskills reading and writing objectives in selected topic units are required at level 300. Therefore, the organization of the instructional units varies somewhat from the other levels. The reading and writing development units appear immediately following the "Getting Started" Unit rather than in alphabetical order, and the lifeskills reading and writing objectives are listed separately from the lifeskills speaking and listening objectives in the topic units.



# ENTRY LEVEL DESCRIPTIONS: 300

**300 (High Intermediate Oral/High Beginning Literacy):** Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker not used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LISTENING                                                                                                                                                                                                                                                                                                                                        | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Functions independently in most everyday situations.</p> <p>Asks and responds to questions on familiar and some unfamiliar subjects.</p> <p>Speaks fluently, but with hesitation and pauses.</p> <p>May attempt to expand ideas.</p> <p>May clarify general meaning by repetition or simple rephrasing.</p> <p>Communicates on phone in routine situations. May ask for repetition.</p> <p>Has control of basic grammar. May use more complex grammar but with limited control.</p> | <p>Understand conversations on everyday topics at normal speed in contact situations.</p> <p>Has some ability to understand in non-contact situations (e.g. telephone).</p> <p>Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details.</p> <p>Understanding simple oral instructions.</p> | <p>May have difficulty alphabetizing lists to the second or third letter.</p> <p>Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment).</p> <p>Generally reads word by word and decodes unfamiliar words by sound, not by context.</p> <p>Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations.</p> <p>Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.</p> | <p>Copies personally relevant material.</p> <p>Can generally complete a variety of simplified forms.</p> <p>Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate.</p> <p>Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically.</p> <p>Has some control of basic grammar.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 300

### Marking System:

- + = Achieved objective
- ✓ = More practice is needed
- A = Absent
- NC = Not covered

### Getting Started:

- \_\_\_ 1. Ask/answer questions: self, family
- \_\_\_ 2. State future goals
- \_\_\_ 3. State reasons for coming to US
- \_\_\_ 4. Identify school rules
- \_\_\_ 5. Respond to seasonal emergencies
- \_\_\_ 6. Complete personal identification form
- \_\_\_ 7. Locate relevant points on map

### Writing Development:

#### Mid End

- \_\_\_ 1. Communicate ideas
- \_\_\_ 2. Organize writing logically
- \_\_\_ 3. Revise: meaning, main idea, details
- \_\_\_ 4. Use correct word order
- \_\_\_ 5. Use end punctuation, capitalization, verb suffixes
- \_\_\_ 6. Edit for above (see 5)
- \_\_\_ 7. \_\_\_\_\_

### Writing Level Objective:

- \_\_\_ Write a short paragraph

### Reading Development:

#### Mid End

- \_\_\_ 1. Scan to locate information
- \_\_\_ 2. Answer questions related to text
- \_\_\_ 3. Interpret graphs, charts, maps
- \_\_\_ 4. Identify pronoun antecedents
- \_\_\_ 5. Identify main idea
- \_\_\_ 6. Identify sequence
- \_\_\_ 7. Retell orally
- \_\_\_ 8. \_\_\_\_\_

### Reading Level Objective:

- \_\_\_ Read simplified materials

### Civics/Government:

- \_\_\_ 1. Identify levels of government/head of each
- \_\_\_ 2. Identify 3 branches/functions: government
- \_\_\_ 3. State rights: Bill of Rights
- \_\_\_ 4. Explain rights & responsibilities of citizens
- \_\_\_ 5. Compare/contrast: US/other governments

### Consumerism:

- \_\_\_ 1. Ask/answer questions: credit cards
- \_\_\_ 2. Identify ways to economize and save money
- \_\_\_ 3. Exchange/return merchandise
- \_\_\_ 4. Make consumer complaint
- \_\_\_ 5. Fill out credit card application
- \_\_\_ 6. Identify savings: written advertisements
- \_\_\_ 7. Write consumer letter of complaint
- \_\_\_ 8. Write letter of request

### Health:

- \_\_\_ 1. Request information: health services
- \_\_\_ 2. Describe illness or injury
- \_\_\_ 3. Ask for clarification: treatments/prescriptions
- \_\_\_ 4. Call in sick
- \_\_\_ 5. Request permission: leave work early

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Level: \_\_\_\_\_

Start Date: \_\_\_\_\_

Type: \_\_\_\_\_

### Health: (con't)

- \_\_\_ 6. Complete basic medical history form
- \_\_\_ 7. Interpret medicine labels
- \_\_\_ 8. Write note explaining medical problem
- \_\_\_ 9. \_\_\_\_\_

### Holidays/Special Occasions: Holiday \_\_\_\_\_

- \_\_\_ 1. State importance of holiday
- \_\_\_ 2. Describe when/how celebrated
- \_\_\_ 3. Identify historical figures/events
- \_\_\_ 4. Compare/contrast: holidays in own country

### Legal Services:

- \_\_\_ 1. Describe lost child/criminal
- \_\_\_ 2. Describe a crime
- \_\_\_ 3. Ask/answer questions: legal issue
- \_\_\_ 4. Identify problems, solutions, consequences
- \_\_\_ 5. Complete theft/crime/accident report
- \_\_\_ 6. Identify resource for legal problem
- \_\_\_ 7. Write letter requesting information
- \_\_\_ 8. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Report information from recorded messages
- \_\_\_ 2. Take and leave messages
- \_\_\_ 3. Call utility company about a bill
- \_\_\_ 4. Call utility company to request service
- \_\_\_ 5. Interpret telephone bills
- \_\_\_ 6. Find listings in Yellow Pages

### Transportation:

- \_\_\_ 1. Ask for/give directions
- \_\_\_ 2. Ask/answer questions: bus/metro schedule
- \_\_\_ 3. Describe problem/request service
- \_\_\_ 4. Identify basic driving laws/signs
- \_\_\_ 5. Ask/answer questions: moving violation
- \_\_\_ 6. Interpret parking tickets
- \_\_\_ 7. Locate streets on map
- \_\_\_ 8. Write directions

### U.S. History: Period: \_\_\_\_\_

- \_\_\_ 1. Describe events, issues, individuals
- \_\_\_ 2. State causes and effects of events
- \_\_\_ 3. Describe historic event/period in own country

### Working in the U.S.A.:

- \_\_\_ 1. Inquire: job openings
- \_\_\_ 2. Ask/answer questions: interview
- \_\_\_ 3. Request information: training, raise, etc.
- \_\_\_ 4. Clarify preferences for employment
- \_\_\_ 5. Give/follow multiple step instructions
- \_\_\_ 6. Ask for/give clarification
- \_\_\_ 7. Warn/respond to dangerous conditions
- \_\_\_ 8. Identify pay stub errors/request correction
- \_\_\_ 9. Interpret want ads
- \_\_\_ 10. Complete simplified application
- \_\_\_ 11. Complete work-related forms
- \_\_\_ 12. Interpret safety/emergency material
- \_\_\_ 13. \_\_\_\_\_

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair*, *satisfactory*, *good*, or *excellent*.

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

# INDEX OF FUNCTIONS: LEVEL 300

|                                                                     | Get<br>Start | Civics | Cons | Health | Holl | Legal | Tele | Trans | US<br>History | Work |
|---------------------------------------------------------------------|--------------|--------|------|--------|------|-------|------|-------|---------------|------|
| <b>Seek &amp; Report Information</b>                                |              |        |      |        |      |       |      |       |               |      |
| Capability                                                          |              |        |      |        |      |       |      |       |               | *    |
| Cause/effect                                                        | *            |        |      | *      |      |       |      |       | *             |      |
| Description (color, size, condition, etc.)                          |              | *      | *    |        | *    | *     | *    | *     |               | *    |
| Location/direction                                                  |              |        |      | *      |      |       | *    | *     |               |      |
| Objects/signs/symbols                                               |              |        |      |        |      |       |      | *     |               | *    |
| Quantity/price                                                      |              |        | *    | *      |      |       | *    |       |               |      |
| Sell/others                                                         | *            | *      |      | *      | *    |       |      | *     | *             | *    |
| Time/chronological information                                      |              |        |      |        |      |       | *    |       | *             | *    |
| <b>Make/Respond to Requests for Clarification</b>                   |              |        |      | *      |      |       | *    | *     |               | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>              |              |        |      |        |      |       |      |       |               |      |
| Likes/preference/satisfaction/compliments                           |              |        | *    |        |      |       |      |       |               | *    |
| Needs/wants/intentions                                              | *            |        | *    | *      |      |       | *    |       |               | *    |
| Regrets/apologies/sympathy                                          |              |        |      |        |      |       |      | *     |               |      |
| Gratitude/surprise                                                  |              |        |      |        |      |       |      |       |               |      |
| Complaints                                                          |              |        |      |        |      |       | *    |       |               | *    |
| Opinions                                                            |              |        | *    |        |      | *     |      |       |               |      |
| <b>Express/Inquire about conditions (health, pain, worry, mood)</b> |              |        |      | *      |      |       |      |       |               |      |

| INDEX OF FUNCTIONS: LEVEL 300                        |        |      |        |      |       |      |       |               |      |
|------------------------------------------------------|--------|------|--------|------|-------|------|-------|---------------|------|
| Get<br>Start                                         | Civics | Cons | Health | Holl | Legal | Tele | Trans | US<br>History | Work |
| <b>Make &amp; Respond to Directives:</b>             |        |      |        |      |       |      |       |               |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | *      |      |        |      | *     | *    |       |               | *    |
| Respond to instructions/directives                   | *      |      |        |      |       | *    |       |               | *    |
| Request assistance                                   |        |      |        |      |       |      | *     |               |      |
| Give/seek permission                                 |        |      | *      |      |       |      |       |               | *    |
| Give/respond to correction/warning                   |        | *    |        |      |       |      | *     |               | *    |
| Make/respond to invitations                          |        |      |        |      |       |      |       |               |      |

## RESOURCES: LEVEL 300

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.*

### TEXT

44+ Ways to Use Answering Machines  
American Vocabulary Builder 2  
Basic Writing  
Book of Forms  
Breaking the Ice (T)  
Card Book  
Chicken Smells Good  
Content Area ESL: Social Studies  
Conversation Book 1 & 2  
Day by Day  
Drawing Out  
English for Adult Competency 2  
ESL for Action  
ESL Holiday Teacher's Activity Kit  
ETC 2 Series  
ETC 3 Series  
ETC 4 Series  
Expressways 1 & 2  
Expressways 2 Workbooks A & B  
Get Ready, Go, Home Free!  
Getting Together  
Grammar Handbook 1  
Grammarwork 2, 3, 4  
Great Ideas (T)  
Handbook for Citizenship

Here to Stay in the USA  
How to Use the Newspaper  
How to Use the Telephone Book  
How to Use the Classified Ads  
In Put/Out Put (T)  
Introducing the USA  
Invest: Buyer Beware, Buyer Be Wise  
Invest in Reading 4A & 4B  
Invest in Writing 1-5  
Invest-Planning Trips/Using Road Maps  
It's Up to You (T)  
It's Time to Talk  
Job Discrimination Curriculum (MIRA)  
Learning to Learn English  
Let's Celebrate America  
Lifelines 3  
Lifeskills 2  
Listen to Me (T)  
Listening Tasks (T)  
Look at U.S.A. 1  
Making the Most of News For You  
May I Help You?  
More Picture Stories  
More True Stories  
New Oxford Picture Dictionary

News For You  
Newspaper You Read  
Now Hear This (T)  
Of The People, For The People  
Picture Stories  
Practical Vocabulary Builder  
Problem Solving  
Purple Cows and Potato Chips  
Put It In Writing  
Reading Labels, Directions and  
Newspapers  
Reading the Want Ads  
Real Life English 3  
Real Life English 3 Grammar  
Real Life English 3 Workbook  
Share Your Paragraph  
Side by Side 1, 2, 3  
Side by Side 3 Activity Workbook  
Skill Sharpeners 1  
Small Talk (T)  
Speaking Up at Work  
Springboards  
Stepping Out  
Stories to Tell Our Children  
Stories from the Heart



## RESOURCES: LEVEL 300

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

### TEXT (cont.)

Tapestry  
Talkativities  
Teaching How to Learn  
True Stories in the News  
Tuning In to Spoken Messages (T)  
Using the Telephone Skills Practice  
Voices of Freedom 2  
Way to U.S. Citizenship  
Working in Culture 2  
Working in English 2  
Working Experience 3  
Write from the Start  
Write Stuff: Lifeskills Writing  
Writing Book: English for Every Day Living  
Write it Down  
You and Your Child's Teacher

### CAI/AV

Core  
Diascriptive  
English Express  
Goal  
Invest  
MECC Dataquest  
PC Globe  
PC USA  
Prodigy  
Reading for Everyday Living  
Spell It  
Virginia View  
Word Perfect 5.1

### VIDEOS

English Works

### Other

News For You

(T) = Tape available

## **INSTRUCTIONAL UNITS: 300**

## GETTING STARTED LEVEL 300

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in appendices for suggested activities. Students indicate where and how they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

**Developmental Reading:** See end of level for objectives. Stories from the Heart (About Me), and p. 102, 108, 114; True Stories in the News, unit 16; Stories to Tell Our Children, unit 9

**Developmental Writing:** See end of level for objectives. Stories to Tell Our Children, Unit 9; Stories from the Heart (About Me) and p. 102, 108, 114; Write From the Start p. 3-4, 14-15; Purple Cows and Potato Chips, p. 81-82; Springboards, p. 55 (timeline); Drawing Out, p. 92-92

| OBJECTIVES                                                                                   | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                             | RESOURCES                                                                                                                                                                                             | INTEGRATION                                                                                                                                    |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer appropriate questions about self, family, and friends in a social setting. | Seek/report info: self/others:<br>How long have you lived in Arlington?<br>How is your brother doing?<br>What's new?                                                      | <u>Breaking the Ice</u> ; units 1-3 (T)<br><u>Lifelines 3</u> ; unit 1<br><u>Getting Together</u> ; p. 1-4<br><u>Springboards</u> ; p. 1, 44<br><br>Information grids (see needs assessment appendix) | Structures:<br>simple present<br>present perfect<br>wh questions<br><br>Cross-culture: taboo questions, use of first and last names and titles |
| 2. State future goals, orally and in writing.                                                | Express want/needs:<br>I want to study auto mechanics.<br>I want to read and write English for my job.<br>I need to find a better job.<br>I plan to return to my country. | <u>Small Talk</u> ; p. 78<br><u>Drawing Out</u> ; p. 92-93<br><br>Student-generated timelines (see needs assessment appendix and paragraphs)                                                          | Work: Personal values<br><br>Structures:<br>simple present, future<br>verbs + infinitive                                                       |
| 3. State reasons for leaving country of origin and coming to the US, orally and in writing.  | Report info: cause/effect:<br>There is a war in my country.<br>I came to study English.<br>I left because I was unemployed.                                               | <u>English for Adult Competency 2</u> , p. 6                                                                                                                                                          | Holidays: Thanksgiving<br><br>Structures:<br>simple present<br>simple past<br>verb + infinitive<br>because clauses                             |

# GETTING STARTED LEVEL 300

| OBJECTIVES                                                                                                                                                                                                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                | RESOURCES                                                   | INTEGRATION                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 4. Identify school rules and policies (see sample language and school brochure).                                                                                                                                            | Advise/instruct someone to do something:<br>No smoking.<br>No double parking.<br>We should respect each other's culture.<br>Come to class on time.                           | School brochures.                                           | Structures:<br>imperatives<br>should                                                                            |
| 5. Respond seasonal emergency procedures:<br>fire drills<br>tornado drills<br>snow policy                                                                                                                                   | Respond to instructions:<br>Don't forget to close the door.<br>You must stay down in a tornado.<br>Turn right and go out the side door.<br>If it snows, listen to the radio. | school emergency procedures                                 | Structures:<br>imperatives<br>negatives<br>must<br>verb + infinitive<br><br>Cross-culture: seasonal emergencies |
| LIFESKILLS READING AND WRITING OBJECTIVES                                                                                                                                                                                   |                                                                                                                                                                              | RESOURCES                                                   | INTEGRATION                                                                                                     |
| 1. Complete personal identification form (name, address, telephone number, birthplace, birthdate, age, marital status, number of children, sex, social security number, job title, how long at current job, and signature). |                                                                                                                                                                              | <u>Writing It Down</u> , p. 16-19<br><br>Registration forms | Work: application<br>Trans: Insurance forms<br>Consumer: credit application<br>Health: medical history          |
| 2. Locate relevant points on maps/globe (native country, US, Richmond, Virginia, Arlington)                                                                                                                                 |                                                                                                                                                                              | <u>Getting Together</u> , p.8-9<br><br>maps                 | History: Growth of the US<br>Holidays: Flag Day                                                                 |
| CAVAV: PC USA; GOAL Reading, "Dreams or the Future.                                                                                                                                                                         |                                                                                                                                                                              |                                                             |                                                                                                                 |

### WRITING DEVELOPMENT UNIT - 300

Writing development is integral to this curriculum and is extremely important at level 300. At level 300, the writing unit is a required unit. In addition to this unit, writing development has been integrated into every topic unit. (See individual units: Developmental Writing and lifeskills writing objectives in each topic unit.

**Needs Assessment:** The goals of Needs Assessment are to:

- 1) Determine the kinds of writing to practice (e.g. letters, narrative, reports, summaries). See Learner Needs Appendices, particularly Learner Generated Questionnaires.
- 2) Determine which areas of writing they want to self-assess (e.g. how correct was spelling? how clear was meaning?).
- 3) Identify strategies for practicing and improving their writing.

**Resource:** Learning to Learn English, p. 97-99, 101-106, 114.

**LEVEL OBJECTIVE:** To write a short paragraph.

**VARIABLES:**

- \* given a model
- \* a familiar topic
- \* level appropriate

The goal for writing development for level 300 is to reach level 350. However, it may take a learner more than one cycle to achieve this goal. See entry level descriptions.

**EVALUATION CRITERIA:**

- \* communicates ideas to readers
- \* logically organized
- \* uses main idea and supporting details
- \* revises for clear meaning, main idea and details
- \* correct word order in simple sentences
- \* uses and edits for end punctuation, capitalization and verb suffixes (-s, -ed, -ing)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle. At level 300, writing skills are evaluated at mid-cycle and at the end of the cycle.

# **WRITING DEVELOPMENT UNIT - 300**

## **WRITING SKILLS DEVELOPMENT**

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Select ideas for a topic (See individual topic units and suggested topics below)

Use pre-writing techniques to gather and organize information for writing (eg. brainstorming, lists, mapping)

Organize sentences in logical order: chronological sequence, main idea and details

Use and edit for basic end punctuation, capitalization, spelling and verb suffixes (eg. -s, -ed, -ing)

Use grammar:

verb suffixes (-s, -ed, -ing,)

subject pronouns

object pronouns

possessive adjectives

word order: subject+verb+object

consistency of tenses

### Suggested Topics:

A Family Tradition

Leaving My Country

My First Day in the USA

What Surprised Me When I first Arrived

Keepsake (see sample in the Teaching Appendices)

## **RESOURCES**

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Basic Writing

Drawing Out

Invest in Writing Books 1-5

Learning to Learn English

More Picture Stories

Purple Cows and Potato Chips

Put it in Writing

Share Your Paragraph

Springboards

Stories to Tell Our Children

Stories from the Heart

Tapestry

Write from the Start

Writing Book: English for Everyday Living

Writing It Down

### **CA/AV Resources**

Descriptive: Sentence Mechanics 1, 2 and Sentence Sense 1, 2

Spell It (edit mode)

Word Perfect 5.1 with spell check

### **Structure Resources**

See structure resources pages for level 300.

**See Process Writing and Cinquains:** See Teaching Appendices for sample.



### READING DEVELOPMENT-300

Reading development is integral to this curriculum and is extremely important at level 300. At level 300, the reading development unit is required. Reading has also been integrated into every topic unit. (See individual units: Developmental Reading as well as lifeskills reading objectives in each topic unit).

Needs Assessment: The goals of Needs Assessment are to:

- 1) Determine the kinds of reading to practice (e.g. narrative, newspapers, poetry, reports, lifeskills, etc.).
- 2) Identify strategies for practicing and improving reading. **Resource:**

Learning to Learn English

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**

- familiar and unfamiliar topics
- uses visuals and other aids
- with pre-reading assistance
- level appropriate

The goal for reading development for level 300 is to reach level 350. However, it may take learners more than one cycle to achieve this goal. See entry level descriptions.

**ÉVALUATION CRITERIA:**

- Answer questions related to text (true/false, wh-, multiple choice, fill-ins, opinions)
- Scan to locate information in text to answer questions
- Interpret graphs, charts and maps
- Identify pronoun antecedents
- Identify main idea
- Identify sequence of narrative
- Retell story orally

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

# READING DEVELOPMENT UNIT - 300

## READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

### READING:

Make predictions from visuals, titles and headlines  
 Predict main idea from title  
 Scan to locate information in text  
 Predict meaning of unfamiliar words through context  
 Identify personal, possessive, and demonstrative pronoun antecedents  
 Identify transition words to understand relationship of ideas

### VOCABULARY:

Categorize vocabulary (synonyms, antonyms.)  
 Deduce meaning of compound words  
 Identify prefixes, suffixes, and root words

## RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Teaching How to Learn  
News for You  
Making the Most of News for You  
Newspaper You Read  
How to Use the Classified Ads  
How to Use the Newspaper  
It's Up to You  
Reading Labels, Descriptions and Newspapers  
Reading the Want Ads  
True Stories in the News  
More True Stories in the News  
Stories from the Heart  
Invest in Reading 4A  
Invest in Reading 4B  
Using the Want Ads

### **CA/AV Resources:**

Goal: On the Job (level 1), main idea (newspaper) with corresponding vocabulary

# CIVICS/GOVERNMENT LEVEL 300

**DEVELOPMENTAL READING :** See beginning of level for reading development unit. See resources below. Additional teacher resources: Of the People, For the People; Handbook for Citizenship; Way to US Citizenship; Look at the USA 1

**DEVELOPMENTAL WRITING:** See beginning of level for reading development unit. See resources below.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                     | RESOURCES                                                                                                                                                                 | INTEGRATION                                                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the three levels of government and current head.                        | Report info: descriptive:<br>The governor is...<br>He is the head of the state.<br>The mayor is ...<br>He is the head of the city.<br>The president is ...<br>He is the head of the country.      | <u>Voices of Freedom 2</u> , p. 42-43<br><u>English for Adult Competency 2</u> , p. 193-195<br><br>Arlington County brochures<br><u>News For You</u> (appropriate issues) | Holidays: Presidents' Day<br><br>Structures:<br>subject pronouns<br>simple present<br><br>Cross-culture: levels of government   |
| 2. Identify three branches of the federal government and describe function of each. | Report info: descriptive:<br>The Supreme Court is the judicial branch.<br>There are nine justices on the Supreme Court.<br>The Congress has two parts.<br>The executive branch enforces the laws. | <u>Voices of Freedom 2</u> , p. 42-43<br><u>English for Adult Competency 2</u> , p. 193-195<br><br><u>News for You</u> (appropriate issues)<br>field trips to D.C.        | Holidays: Presidents' Day<br><br>Structures:<br>subject pronouns<br>simple present<br><br>Cross-culture: function of government |
| 3. State four rights guaranteed by the Bill of Rights.                              | Report info: descriptive:<br>The Bill of Rights protects/guarantees...                                                                                                                            | <u>Voices of Freedom 2</u> , p. 47-50                                                                                                                                     | Holidays: Fourth of July<br><br>Structures:<br>simple present                                                                   |

**CIVICS/GOVERNMENT LEVEL 300**

| OBJECTIVES                                                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                | RESOURCES                          | INTEGRATION                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Explain rights and responsibilities of citizens.                                                                                              | Report info: others:<br>Citizens can hold U.S. passports.<br>Citizens should vote.           | <u>Voices of Freedom 2</u> , p. 87 | Legal: rights and responsibilities<br><br>Structures:<br>simple present<br>should<br><br>Cross-culture: rights and responsibilities of citizens<br>(eg. jury duty, voting, paying taxes) |
| 5. Given an aspect of government, compare and contrast US government with government in native country.                                          | Report info: self:<br>In my country we don't have a President, but we have a Prime Minister. |                                    | Structures:<br>simple present<br>comparatives<br>but                                                                                                                                     |
| CAVAV: <u>MECC Dataquest</u> : The Presidents; <u>PC USA</u> ; <u>Invest Tier 2 Reading 4-6</u> : George Washington (358), Abraham Lincoln (360) |                                                                                              |                                    |                                                                                                                                                                                          |

## CONSUMERISM - 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. Stories from the Heart, p. 92-94; Problem Solving, p.42; Expressways 2 Workbook B, p. 40-41; True Stories in the News, unit 17; More Picture Stories, unit 2

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Stories from the Heart, p. 92-94; Expressways 2 Workbook B, p. 41; Drawing Out, p. 89-90; Springboards, p. 30; More Picture Stories, unit 2

**Unit Needs Assessment:** See needs assessment appendix for details.

| LISTENING/SPEAKING OBJECTIVES                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                                                      | INTEGRATION                                                                                                                                       |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions about credit card applications.                                      | Seek/report info: price:<br>How much interest will I pay?<br>Is there an annual fee?<br>It's \$20.00                                                                                | <u>Expressways 2</u> , p. 137 (credit card applications)<br><u>ETC 3 Reading/Writing</u> , unit 6<br><u>It's Time to Talk</u> , p. 93                                                                                                                                                                                          | Structures:<br>Questions: wh & yes/no<br>Future<br><br>Cross-culture:<br>responsibilities in contracts                                            |
| 2. Identify ways to economize and save money.                                                    | Express opinions:<br>I don't think we can afford it.<br>We can save more if we buy this one.<br>... Is more expensive/cheaper than ...<br>... has the cheapest ...                  | <u>Problem Solving</u> , p. 42-59<br><u>Expressways 2</u> , p. 136<br><u>Expressways 2 Wkbk B</u> , p. 39<br><u>American Vocabulary Builder 2</u> , p. 62-63<br><u>More Picture Stories</u> , unit 2<br><u>A Conversation Book 2</u> , unit 7<br><u>ETC 4 Reading/Writing</u> , unit 4<br><u>It's Time to Talk</u> , p. 49, 92 | Structures: Can<br>If clauses: real present<br><br>Comparatives/superlatives<br><br>Cross-culture: methods of payment; bargaining, sales, coupons |
| 3. In a store simulation, exchange and return merchandise, including a statement of the problem. | Express needs:<br>I'd like to exchange this.<br>I'd like a refund.<br><br>Express satisfaction:<br>I'm not satisfied.<br>These shoes are not comfortable.<br>This fan is too noisy. | <u>Real Life English 3 Wkbk</u> , p. 33<br><u>Lifelines 3</u> , unit 7<br><u>Expressways 2</u> , p. 65, 162-163<br><u>A Conversation Book 2</u> , p. 124, 132<br><u>ETC 4 Reading/Writing</u> , unit 5<br><u>ETC 4 Listening/Speaking</u> , unit 5                                                                             | Structures:<br>Would like<br>Too<br>Demonstratives<br><br>Cross-culture: procedures for returning/exchanging                                      |

# CONSUMERISM - 300

| OBJECTIVES                                                                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Make consumer complaint about goods or services, eg. at a store, restaurant, auto repair shop, etc.                                                           | Express Satisfaction:<br>I'm not happy with the service.<br><br>Give warnings:<br>I'd rather not have to...<br>I'm going to refer this to my lawyer.<br>If you don't..., I will... | <u>Write from the Start</u> , p. 66-67<br><u>Problem Solving</u> , p. 30-34<br><u>Expressways 2</u> , p. 166<br><u>A Writing Book: English for Everyday Living</u> , p. 174<br><u>A Conversation Book 2</u> , p. 136-137, 140         | Telephone: requests<br>Transportation: request service<br>Legal: legal aid resources<br><br>Structures: Would rather<br>If clauses: real present<br><br>Cross-culture: how complaints are made in native country |
| LIFESKILLS READING/WRITING OBJECTIVES                                                                                                                            |                                                                                                                                                                                    | RESOURCES                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                                                      |
| 5. Fill out credit card applications.                                                                                                                            |                                                                                                                                                                                    | <u>A Writing Book, English for Everyday Living</u> , p. 74<br><u>ETC 3 Reading/Writing</u> , p. 78 applications                                                                                                                       | Getting Started: forms<br>Work: applications<br>Health: medical history                                                                                                                                          |
| 6. Given written advertisements, identify savings.                                                                                                               |                                                                                                                                                                                    | <u>Real Life English 3</u> , p. 66-67<br><u>ETC 4 Reading/Writing</u> , p. 52-55                                                                                                                                                      |                                                                                                                                                                                                                  |
| 7. Write consumer letter of complaint.<br>(See possible contexts in objective 4.)                                                                                | Report info: condition:<br>I bought this... and it isn't working.<br>Express satisfaction:<br>I'm not satisfied with the quality.<br>Express need:<br>Please send me a refund.     | <u>Write Stuff: Lifeskills Writing</u> , p. 29-35<br><u>A Writing Book: English for Everyday Living</u> , p. 173<br><u>Lifelines 3</u> , p. 47-48<br><u>Real Life English 3 Workbook</u> , p. 35<br><u>Writing It Down</u> , p. 78-81 | Structures:<br>Simple present<br>Simple past<br>Present continuous<br>Imperative                                                                                                                                 |
| 8. Write letter of request.                                                                                                                                      | Express needs:<br>I am writing to ...<br>Would you please send me ...                                                                                                              | <u>Writing It Down</u> , p. 76-77<br><u>Invest in Writing 2</u> , p. 36-37                                                                                                                                                            | Legal: letter of request                                                                                                                                                                                         |
| CAVAV: <u>Invest Lifeskills</u> on-line: Comparison Shopping, <u>Invest Lifeskills Book</u> : Money Munchers, Money Sense; <u>Goal Reading</u> level 1 Main Idea |                                                                                                                                                                                    |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                  |



## HEALTH LEVEL 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. Problem Solving, p. 93, 94 Stories from the Heart, p. 89-91. True Stories in the News, units 3, 18. ETC 4 Reading/Writing, ch. 2. More Picture Stories, unit 4.

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Getting Together, p. 78-81. Write from the Start, p. 26. Stories from the Heart, p. 89-91. ETC 4 Reading/Writing, ch. 2. More Picture Stories, unit 4. Springboards, p. 22-23.

**Unit Needs Assessment:** See needs assessment appendix for details.

| LISTENING/SPEAKING OBJECTIVES                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                        | RESOURCES                                                                                                                                                                                                                                           | INTEGRATION                                                                                                                                       |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Request information about health services in the community.               | Seek info: location, price<br>I'd like information about health clinics.<br>Can you tell me where I can get a TB test?<br>How much does.... cost?                                                    | <u>It's Time to Talk</u> , p. 91<br><br>Telephone Blue pages<br>local agency brochures (Arlington Free Clinic, Fenwick Center)<br>Field trip to the Arlington Courthouse Information Center                                                         | Legal: request info<br><br>Structures: Would like<br>Embedded questions<br><br>Cross-culture: cost/availability of health care                    |
| 2. Given a visit to a doctor or dentist, describe illnesses and injuries.    | Express condition<br>I've had a fever for three days.<br>I sprained my ankle.<br>I lost a filling.<br>My daughter has been throwing up.<br>My son has not eaten for 2 days.<br>My child has a fever. | <u>Expressways 2</u> , p. 53, 55<br><u>Expressways 2 Workbook A</u> , p. 53<br><u>Lifelines 3</u> , ch. 10-11<br><u>American Vocabulary Builder 2</u> , p. 70-71<br><u>More Picture Stories</u> , unit 4<br><u>ETC 3 Listening/Speaking</u> , p. 99 | Legal: describe crime<br><br>Structures: Present perfect<br>Simple past<br>Simple present<br><br>Cross-culture: what people do when they are sick |
| 3. Ask for clarification and elaboration about treatments and prescriptions. | Make/respond to request: clarification:<br>Excuse me, could you explain that again?<br>What does ... mean?<br>How often should I take it?<br>Are there any side effects?                             | <u>Expressways 2</u> , p. 55, 56<br><u>Expressways 2 Workbook A</u> , p. 56                                                                                                                                                                         | Work: follow directions<br><br>Structures: Could, should<br>Questions: wh & yes/no<br><br>Cross-culture: pharmacies, generic drugs, home remedies |

# HEALTH LEVEL 300

| LISTENING/SPEAKING OBJECTIVES                                                                                                                                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                 | RESOURCES                                                                                                                                                                                            | INTEGRATION                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 4. Call work or child's school to explain absence.                                                                                                                                                                                 | Report info: self:<br>I am Maria Alvarenga.<br><br>Report info: cause/effect:<br>My son, Jose Alvarenga, won't be at school today because he has the measles. | <u>Working in English 2</u> , ch. 8<br><u>English for Adult Competency 2</u> ; p. 50                                                                                                                 | Telephone: messages<br><br>Structures: Because<br>Simple present<br><br>Cross-culture: acceptable reasons to stay home |
| 5. Request permission to leave work early.                                                                                                                                                                                         | Seek permission:<br>Could I leave at 3:00 tomorrow?<br>Express need:<br>I need to take my son to the doctor.                                                  | <u>Expressways 2</u> ; p. 114-115                                                                                                                                                                    | Structures: Could<br><br>Cross-culture: acceptable reasons for leaving early                                           |
| LIFESKILLS READING/WRITING OBJECTIVES                                                                                                                                                                                              |                                                                                                                                                               | RESOURCES                                                                                                                                                                                            | INTEGRATION                                                                                                            |
| 6. Complete basic medical history form.                                                                                                                                                                                            |                                                                                                                                                               | <u>Expressways 2 Workbook A</u> , p. 55<br><u>Real Life English 3</u> , p. 96<br><u>Invest in Writing 5</u> , p. 70-78<br><u>ETC 3 Listening/Speaking</u> , p. 97-98                                 | Consumerism: credit card<br>Getting Started: ID form<br>Working: application                                           |
| 7. Given simplified medicine labels, explain dosage and warnings.                                                                                                                                                                  |                                                                                                                                                               | <u>Expressways 2 Workbook A</u> , p. 57-58<br><u>Stepping Out</u> , activity 18<br><u>ETC 3 Listening/Speaking</u> , p. 102<br><u>Real Life English 3 Workbook</u> , p. 47                           |                                                                                                                        |
| 8. Write a note explaining medical problems, e.g. medical appointment, child's absence or early pick-up.                                                                                                                           | Seek permission:<br>Please excuse....because<br>Please allow...                                                                                               | <u>Expressways 2</u> , p. 145<br><u>Expressways 2 Workbook B</u> , p. 47<br><u>A Book of Forms</u> , p. 151, 154<br><u>You and Your Child's Teacher</u> , p. 16<br><u>Writing It Down</u> , p. 56-59 | Structures:<br>Simple present<br>Because                                                                               |
| <b>CAVAV:</b> Core: Better, Not Bitter; Goal: Staying Healthy Reading Level 1 Main Idea; <u>Reading for Everyday Living</u> : Medicine Labels; Invest: Tier 2 Reading level 1: Household Child Safety (213), AIDS Prevention (190) |                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                        |

## HOLIDAYS AND SPECIAL OCCASIONS-300

**READING AND WRITING DEVELOPMENT:** See beginning of level for reading and writing development units. See resources below.

**Needs Assessment:** Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to study.

| OBJECTIVES                                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                        | INTEGRATION                                          |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. State importance of holiday/special occasion.                                                    | Report info: descriptive:<br>We celebrate Memorial Day to remember U.S. soldiers.                                                                                                    | Structures:<br>Simple present                        |
| 2. Describe how and when holiday/special occasion is celebrated.                                    | Report info: descriptive:<br>For birthdays, we have big parties with a lot of music and food.                                                                                        | Structures:<br>Simple present                        |
| 3. Identify historical events and figures.                                                          | Report info: descriptive:<br>Martin Luther King Jr. fought for equal rights for everyone.                                                                                            | Structures:<br>Simple past                           |
| 4. Compare and contrast a holiday/special occasion with holiday/special occasion in native country. | Report info: self, descriptive<br>In my country, people give each other presents on New Year's Day, but they don't in the US.<br>Christmas is warmer in my country than in Virginia. | Structures:<br>Simple present<br>But<br>Comparatives |

## HOLIDAYS AND SPECIAL OCCASIONS-300

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                              | RESOURCES                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Holiday's in Chronological Order:</u></p> <p>New Year's</p> <p>Inauguration Day</p> <p>Martin Luther King's birthday</p> <p>President's Day</p> <p>Groundhog's Day</p> <p>Valentine's Day</p> <p>St. Patrick's Day</p> <p>April Fools' Day</p> <p>Memorial Day</p> <p>Mother/Father's Day</p> <p>Flag Day</p> <p>Fourth of July</p> <p>Labor Day</p> <p>Halloween</p> <p>Columbus Day</p> | <p>Election Day</p> <p>Veteran's Day</p> <p>Thanksgiving Day</p> <p>Christmas</p> <p><u>Other:</u></p> <p>Friday the 13th</p> <p>religious holidays</p> <p><u>Cross-culture:</u></p> <p>birthdays</p> <p>marriages</p> <p>births/deaths</p> <p>Friday 13th</p> <p>holidays in students' native countries</p> | <p><u>ESL Holiday Teacher's Kit</u></p> <p><u>Let's Celebrate America</u></p> <p><u>Voices of Freedom 2</u></p> <p><u>It's Time to Talk</u>, p. 175</p> <p>Field trip: memorials, museums, National Archives, The Capitol, Arlington Cemetery</p> |
| <p><b>CA/AV:</b> <u>PC Globe</u>; <u>PC USA</u>; <u>MECC Dataquest</u>; Presidents; <u>Prodigy</u> - encyclopedia</p>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |

## LEGAL SERVICES LEVEL 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. The Chicken Smells Good; p. 130, 151; 159-172. True Stories in the News; p.53 Problem Solving (Units depend on legal contexts chosen.)

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Springboards; "You be the Judge" (selected topics). More Picture Stories; Unit 16.

How to use this unit: The class selects a context or contexts within which to accomplish the lifeskills objectives. See below for suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Content resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose here is to help students identify appropriate resources and to develop the language skills needed to seek and comprehend legal advice.

| Legal Contexts:                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                  | Context Resources                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| abuse (child abuse - ca, spouse -sa)<br>crime prevention (cp)<br>consumer rights (cr)<br>court system (cs)<br>housing (h)<br>immigration (i)<br>job discrimination (jd), eg. document, national origin, and sex<br>local law (ll)<br>rights and responsibilities of citizens (us)<br>sexual harassment (sh)<br>state law (sl)<br>traffic law (tl) |                                                                                                                                                                                  | <u>ESL for Action</u> , unit 7 p. 120-123, 141-144 (h)<br><u>English for Adult Competency 2</u> , p. 104-105, 182 (h), p. 179-182, 197 (cs), p.89-90 (tl), pg. 176-77 (problem solving)<br><br><u>Job Discrimination Curriculum</u> (jd)<br><br>Arlington Information Directory (all)<br>Arlington County brochures located in Courthouse (all)<br>Arlington Traffic citation (tl)<br>Drivers' Manual (tl)<br>Immigration pamphlets (i) |                                                                                                                                                                    |
| LISTENING/SPEAKING OBJECTIVES                                                                                                                                                                                                                                                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                    | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                               | INTEGRATION                                                                                                                                                        |
| 1. Given visuals, describe a lost child or criminal.                                                                                                                                                                                                                                                                                              | Report info: descriptive: (color, size, condition):<br>He was about 5'6" and very thin.<br>It was too dark to see.<br>She was wearing a blue jacket.<br>He was taller than I am. | <u>Lifelines 3</u> , Ch 14<br><u>The Card Book</u> , Unit 7<br><u>Listen to Me</u> , Unit 17<br><u>Now Hear This</u> , Ch. 14<br><br>Wanted posters                                                                                                                                                                                                                                                                                     | Structures: Past tenses (simple, past continuous)<br>Very, too<br>Adjectives + noun<br>Comparatives<br><br>Cross-Culture: when to call police, role of "witnesses" |

| LEGAL SERVICES LEVEL 300                                                                                                                                          |                                                                                                                                       |                                                                                                                              |                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                         | RESOURCES                                                                                                                    | INTEGRATION                                                                                                                                                 |
| 2. Given visuals, describe a crime such as theft or an accident.                                                                                                  | Report info: descriptive:<br>I was robbed.<br>The man fell down in the street.<br>She was driving fast.                               | Lifelines 3, Ch 13 and 14<br>Input/Output, Unit 6 (T)<br>Listening Tasks, Unit 6 (T)                                         | Health: describe injuries<br><br>Structures: Past tenses (simple, continuous)<br>Adverbs of means<br><br>Cross-culture: when to call police, fear of police |
| 3. Given a legal issue, ask and answer questions to identify resources.                                                                                           | Seek advice:<br>What should I do when/if...?<br>Who should I call when/if...?<br><br>Give advice:<br>You should/have to do/call_____. | Problem Solving (by contexts; see table of contents)<br><br>Student generated problems                                       | Health: identify services<br><br>Structures:<br>Should, have to<br><br>Cross-culture: sources for legal information, cost                                   |
| 4. Given a legal issue, identify the problem(s), possible solutions and consequences.                                                                             | Expressing opinions/Give advice:<br>The problem is (that) _____.<br>You should(n't) _____.                                            | Problem Solving (by contexts; see table of contents)<br>Student generated problems                                           | Structures: Should, have to                                                                                                                                 |
| LIFESKILLS READING AND WRITING OBJECTIVES                                                                                                                         |                                                                                                                                       | RESOURCES                                                                                                                    | INTEGRATION                                                                                                                                                 |
| 5. Complete simplified theft, crime, or accident report.                                                                                                          |                                                                                                                                       | Arlington Police Accident forms                                                                                              | Getting Started: personal ID<br>Health: medical history                                                                                                     |
| 6. Given written information such as brochures or directories, identify resources for a legal issue/problem.                                                      |                                                                                                                                       | Here to Stay in the USA, p. 93 (visual)<br>Arlington County Directory<br>Arlington County brochures<br>Yellow and Blue Pages | Telephone: County Directory, yellow pages                                                                                                                   |
| 7. Write a letter requesting information about a legal issue/problem.                                                                                             |                                                                                                                                       | Invest: Buyer Beware, Buyer Be Wise                                                                                          | Consumerism: letter of request                                                                                                                              |
| CA/AV: <u>GOAL</u> : Lifeskills level 1, Inferences (Getting Help and Renter's Rights); <u>GOAL</u> : Lifeskills level 2 Facts (Neighborhood Watch and Jury Duty) |                                                                                                                                       |                                                                                                                              |                                                                                                                                                             |



## TELEPHONE/COMMUNICATION LEVEL 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. Picture Stories, unit 16. Input/Output, unit 10; Get Ready! Go! Home Free!, p. 179

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Write From the Start, p. 20-21; Springboards, p. 47; Picture Stories, unit 16

**Unit Needs Assessment:** See needs assessment appendix for details.

| LISTENING/SPEAKING OBJECTIVES                                                                           | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                     | RESOURCES                                                                                                                                                                                                                      | INTEGRATION                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Report information from recorded telephone messages, including multiple-step automated instructions. | Respond to instructions:<br>If you want...press 1.<br>If you need assistance, stay on the line.<br><br>Report info: time, location, price:<br>The movie begins at 7:30<br>They said the train will arrive ...<br>The address for the clinic is... | <u>Tuning Into Spoken Messages</u> , units 3, 4 (T)<br><u>44+ Ways to Use Answering Machines</u> , various activities<br><br>Recordings: bus, train, airline, museums, zoo, weather, movies, 800 numbers (government agencies) | Transportation: directions<br>Work: instructions<br><br>Structures:<br>Reported speech                                                                               |
| 2. Take and leave messages on the telephone.                                                            | Ask someone to do something:<br>May I please leave a message?<br>Can I take a message?<br>Please tell her to call me/that I called.<br><br>Make/respond to request: clarification:<br>Excuse me?<br>Can you repeat that ?                         | <u>Lifelines 3</u> , unit 12<br><u>Great Ideas</u> , unit 5 (T)<br><u>ETC 2 Reading/Writing</u> , p. 74-75<br><u>Writing It Down</u> , p. 28-33<br><br>teletrainer                                                             | Getting Started: personal ID<br>Health: call in sick<br>Work: instructions<br>Structures:<br>Can, may<br>Imperatives<br><br>Cross-culture: appropriate times to call |
| 3. Call utility company to ask about a bill.                                                            | Express complaint:<br>There is a mistake on my bill.<br>What should I do?<br>There is a long distance call to Alaska on my phone bill. I didn't make the call.                                                                                    | Student generated dialogues                                                                                                                                                                                                    | Getting Started: personal ID<br>Transportation: describe problem<br>Health: describe problem<br><br>Structures: There is/are<br>Simple Past                          |

# TELEPHONE/COMMUNICATION LEVEL 300

| OBJECTIVES                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                                                                                   | INTEGRATION                                                         |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 4. Call utility company to request service or repair.                                           | Report info: condition, price<br>My telephone/gas stove is not working.<br>I can't call out.<br>How long will it take?<br>How much will it cost?<br>Express needs:<br>I need my telephone hooked up at my new address.<br>I am moving and need .... | Student generated dialogues                                                                                                                                                                                                                                                                                 | Structures:<br>Simple present<br>Present continuous<br>Wh questions |
| LIFESKILLS READING AND WRITING OBJECTIVES                                                       |                                                                                                                                                                                                                                                     | RESOURCES                                                                                                                                                                                                                                                                                                   | INTEGRATION                                                         |
| 5. Given telephone bills, identify total of the bill, number of calls, etc.                     |                                                                                                                                                                                                                                                     | <u>Real Life English 3</u> , p. 18-19<br><u>Lifeskills Reading</u> , p. 53-55<br><u>ETC 2 Reading/Writing</u> , p. 69<br><u>Using the Telephone Skills Practice</u> , 25-26<br><u>ETC 3 Reading/Writing</u> ; p. 85-86<br>bills from phone companies                                                        | Consumerism: bills                                                  |
| 6. Given yellow pages or other telephone directory, find specified listings.                    |                                                                                                                                                                                                                                                     | <u>How to Use the Telephone Book</u> , unit 4<br><u>Real Life English 3</u> , p. 23-24<br><u>A Conversation Book 1</u> , p. 86, 90<br><u>Springboards</u> , p. 40-41<br><u>It's Time to Talk</u> , p. 84<br>Northern Virginia Yellow Pages<br>Arlington Yellow Pages<br>Arlington County Services Directory | Health and Legal: locating appropriate services                     |
| <b>CAVAV:</b> <u>GOAL:</u> Lifeskills (level 1), Main Idea with vocabulary disk (Yellow pages). |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             |                                                                     |

## TRANSPORTATION LEVEL 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. Stories from the Heart, p. 46-51; Real-Life English 3, p. 113-115; True Stories in the News, unit 7; Stories to Tell Our Children, unit 12; Problem Solving, p. 60-64, 75 (Ursula)

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Stories from the Heart, p. 47-51; Stories to Tell Our Children, unit 12

**Unit Needs Assessment:** See needs assessment appendix for details.

| LISTENING/SPEAKING OBJECTIVES                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                                                        | INTEGRATION                                                                                                                                              |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask for and give directions to various locations (e.g. school, home, airport, library). | <p>Seek/report info: direction:<br/>Take Route 50 to Fillmore St.<br/>My house is the third on the right.<br/>Can you tell me how to get to the...</p> <p>Make/respond to request: clarification:<br/>Excuse me. Could you please repeat?</p> | <p><u>Real-Life English 3</u>, p. 117-118<br/><u>Breaking the Ice</u>, units 5 and 9 (T)<br/><u>Lifelines 3</u>, units 5 and 6<br/><u>Talkativities</u>, p. 49-50<br/><u>Here to Stay in the USA</u>, p. 118</p> | <p>Telephone: follow directions<br/>Work: instructions</p> <p>Structures:<br/>Imperatives</p>                                                            |
| 2. Given a destination, ask and answer questions about bus/metro schedule and fare.        | <p>Seek/report info: direction:<br/>How do I get to ... from here?<br/>Take the 4B bus and transfer at Ballston.</p> <p>Make/respond to request: clarification:<br/>Excuse me. Which bus?</p>                                                 | <p><u>Side by Side 2</u>, p. 60<br/><u>Expressways 1</u>, p. 24<br/><u>English for Adult Competency 2</u>, p. 77-78</p> <p>Transit Authority information</p>                                                     | <p>Structures:<br/>Wh-questions<br/>Imperatives</p>                                                                                                      |
| 3. Describe a problem with a car and request service.                                      | <p>Report info: condition, descriptive:<br/>My car won't start.<br/>The engine is making a noise.</p> <p>Request assistance:<br/>I'd like you to look at it.<br/>Can you give me an estimate?</p>                                             | <p><u>New Oxford Picture Dictionary</u>, p. 50-51<br/><u>Here to Stay in the USA</u>, p. 113<br/><u>English for Adult Competency 2</u>, p. 82-84<br/><u>Listening Tasks</u>, unit 13 (T)</p>                     | <p>Telephone: request service<br/>Consumerism: complaints<br/>Legal: describe problem</p> <p>Structures:<br/>Present continuous<br/>Yes/no questions</p> |

| TRANSPORTATION LEVEL 300                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                                                | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                                                        | RESOURCES                                                                                                                                                                                                                 | INTEGRATION                                                                                                        |
| 4 Identify basic driving laws and signs.                                                                                                                                                                                                  | Report info: descriptive, signs:<br>The speed limit is 55 miles per hour.<br>This means it's a car pool lane.<br><br>Give/respond to warning:<br>You shouldn't drive so fast.<br>You're right. I will slow down. | <u>ETC 3 Reading/Writing</u> , p. 38-39<br><u>Lifeskills 2</u> , p. 86<br><u>Expressways 2</u> , p. 143<br><u>44+ Ways to Use Answering Machines</u> ,<br>Fairfax County Traffic Court<br><br>Field trip to traffic court | Legal: traffic laws<br><br>Structures: Modals<br>Simple present<br><br>Cross-Culture: differences in traffic laws  |
| 5. Given a moving violation, ask and answer questions with the police.                                                                                                                                                                    | Seek/report info: self:<br>What did I do wrong?<br>You were speeding.<br><br>Express apologies:<br>I'm sorry. It won't happen again.                                                                             | <u>Here to Stay in the USA</u> , p. 117 (visual)<br><u>Expressways 2</u> , p. 142                                                                                                                                         | Legal: traffic laws<br><br>Structures:<br>Simple past<br>Past continuous<br><br>Cross-culture: talking with police |
| LIFESKILLS READING/WRITING OBJECTIVES                                                                                                                                                                                                     |                                                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                 | INTEGRATION                                                                                                        |
| 6. Read and interpret parking tickets.                                                                                                                                                                                                    |                                                                                                                                                                                                                  | <u>Competency in English</u> , p. 64<br><br>Sample parking tickets                                                                                                                                                        | Legal: traffic citations                                                                                           |
| 7. Given a map and destination, locate streets and determine route.                                                                                                                                                                       |                                                                                                                                                                                                                  | <u>Here to Stay in the USA</u> , p. 119<br><u>Invest: Planning Trips/Using Road Maps</u> ,<br>sections 2-4<br><u>ETC 2 Reading/Writing</u> , p. 141-143<br>Road maps of Northern Virginia                                 | Getting Started: maps                                                                                              |
| 8. Write directions to a given location.                                                                                                                                                                                                  |                                                                                                                                                                                                                  | <u>Invest in Writing: Book 1</u> , Section 3                                                                                                                                                                              |                                                                                                                    |
| CAVAV: <u>Invest Survival</u> (online): Planning Trips, lessons 210-211; <u>English Express Language Builder</u> : The Car; <u>GOAL</u> : Lifeskills 1 Facts (Driver's License and Parking Ticket); <u>GOAL</u> : Lifeskills 2 Main Idea. |                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                    |

## US HISTORY OF THE USA LEVEL 300<sup>1</sup>

**DEVELOPMENTAL READING AND WRITING:** See beginning of level for reading and writing development units. Content Area ESL: Social Studies: Introducing the USA; The Way to US Citizenship; Voices of Freedom 2; ESL Teacher's Holiday Kit

**Unit Needs Assessment:** Students select a historical period or periods. See historical periods on the next page.

| OBJECTIVES                                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                     | INTEGRATION                                                          |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. Describe major events, issues, and/or individuals in historic period.                                      | Report info: descriptive, chronological:<br>The Civil War began in 1861.<br>Abraham Lincoln signed the Emancipation Proclamation. | Related Holidays<br><br>Structures:<br>Simple past                   |
| 2. State cause and effects of major events.                                                                   | Report info: cause/effect:<br>The colonists were unhappy because they wanted Independence.                                        | Related Holidays<br><br>Structures:<br>Simple past<br>Because        |
| 3. Given a student's native country, describe a historic event or period (see objectives 1 and 2) in writing. | Report info: self:<br>Our Independence Day is September 5.<br>Our country had a civil war.                                        | Related Holidays<br><br>Structures:<br>Simple present<br>Simple past |
| <b>CA/AV:</b> <u>PC USA; MECC Dataquest: The 50 States, Presidents</u>                                        |                                                                                                                                   |                                                                      |



**US HISTORY - LEVEL 300**  
**HISTORICAL PERIODS: Points to Cover**

**Exploration and Early Colonies**

1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

**Americans Fight For Freedom**

1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

**The Nation Grows**

1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

**The Civil War**

1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

**The Industrial Age and Early Immigration**

1. The Industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

**The World Wars**

1. The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

**After World War II**

1. The 'Cold War'
2. Major issues of the Civil Right's Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy



# WORKING IN THE USA LEVEL 300

**DEVELOPMENTAL READING:** See beginning of level for reading development unit. Stories from the Heart, p. 8-10, 102-107, 114-116; The Working Experience 3: More Picture Stories, units 5, 8; ETC 4 Reading/Writing, Ch. 9; ETC 3 Reading/Writing, Ch. 4; Problem Solving; Unit 6.

**DEVELOPMENTAL WRITING:** See beginning of level for writing development unit. Stories from the Heart, p. 8-10, 102-107, 114-116; Drawing Out, p. 53-54, 91-92; The Working Experience 3: More Picture Stories, units 5, 8

**Unit Needs Assessment:** See needs assessment appendix for details.

| LISTENING/SPEAKING OBJECTIVES                                             | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                               | RESOURCES                                                                                                                    | INTEGRATION                                                                                                                                                                                                   |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Inquire about job openings on the phone and/or in person.              | Seek/report info: descriptive, self:<br>I'm calling about your ad for a ...<br>Is that position still open?                                                                                                 | <u>Day by Day</u> , p. 2-4<br><u>Expressways 2</u> , p. 41<br><u>It's Up to You</u> , unit 4 (T)                             | Structures:<br>Present continuous<br>Yes/no questions<br><br>Cross-culture: approaches to finding job; who advertises with 'help wanted' signs                                                                |
| 2. Ask and answer questions in a job interview.                           | Seek/report info: self, capability, time:<br>I'm working in Crystal City.<br>I know how to use a ...<br>I worked as a ... for ten years?<br>When does the job begin?<br>Can you tell me about the schedule? | <u>Lifelines 3</u> , unit 2<br><u>Expressways 1</u> , p. 42-43<br><u>Day by Day</u> , p. 4-17                                | Getting Started: personal ID<br><br>Structures:<br>Present continuous<br>Simple past<br>Questions: wh & yes/no<br><br>Cross-culture: appropriate questions to ask in an interview, work eligibility documents |
| 3. Request information about training opportunities, raise, or promotion. | Express/inquire about needs:<br>I would like some information about ...<br>Could you tell me what I need to do...<br>Seek permission:<br>Could I talk to you about ..                                       | <u>Working in English 2</u> , ch. 15<br><u>The Working Culture 2</u> , ch. 3<br><u>Speaking Up at Work</u> , Unit 11, part 2 | Structures:<br>Could<br>Yes/no questions<br>Would like                                                                                                                                                        |

# WORKING IN THE USA LEVEL 300

| OBJECTIVES                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                                                                                                               | INTEGRATION                                                                             |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 4. Clarify preferences for employment.                                                            | Express preferences:<br>I prefer to work indoors.<br>I like to work with people.<br>I don't like to work with computers.                    | <u>Real Life English 3</u> , p. 99-100<br><u>Real Life English 3 Workbook</u> , p. 49<br><u>Vocabulary Builder 2</u> , p. 56-57<br><u>Getting Together</u> , p. 138-139<br><u>The Working Culture 2</u> , ch. 1, 2, 5<br><u>Breaking the Ice</u> , ch. 4 (T)<br><u>Great Ideas</u> , unit 11 (T)<br><u>A Conversation Book 2</u> , p. 56-58<br><u>ETC 4 Speaking/Listening</u> , unit 9 | Getting Started: future goals<br><br>Structures:<br>Simple present<br>Verb to           |
| 5. Give and follow multiple step oral instructions and follow multiple step written instructions. | Instruct/respond to instructions:<br>First...,<br>Then...                                                                                   | <u>Expressways 2</u> , p. 72-75<br><u>Breaking the Ice</u> , ch. 7 (T)<br><u>Working In English 2</u> , ch. 9<br><u>Day by Day</u> , p. 26-30                                                                                                                                                                                                                                           | Telephone: take and leave messages<br><br>Structures:<br>Sequence markers<br>Imperative |
| 6. Ask for clarification.                                                                         | Seek/respond to request: clarification:<br>Excuse me, can you repeat that?<br>What is the 2nd step again?                                   | <u>Working In English 2</u> , Ch. 9<br><u>Expressways 1</u> , p. 173                                                                                                                                                                                                                                                                                                                    | Cross-culture: asking for clarification                                                 |
| 7. Warn co-workers and respond to warnings of dangerous, unsafe conditions.                       | Give/respond to warnings:<br>Be carefull<br>Thanks for warning me.<br><br>Advise someone to do something:<br>We must evacuate the building. | <u>Expressways 2</u> , p. 155<br><u>Expressways 2: Wkbk B</u> , p. 56<br><u>Working In English 2</u> , Ch. 13<br><u>Day by Day</u> , p. 82-85                                                                                                                                                                                                                                           | Getting Started: seasonal emergencies<br><br>Structures:<br>Imperative<br>Must          |
| 8. Given pay stubs, identify deductions and request correction of an error.                       | Express complaints:<br>I think there's a mistake.<br>I worked 40 hours, so I should get paid...                                             | <u>Working In English</u> , p. 56-58<br><u>ETC 3 Reading/Writing</u> , p. 50-51                                                                                                                                                                                                                                                                                                         | Structures:<br>Should<br>Simple past                                                    |

# WORKING IN THE USA LEVEL 300

| LIFESKILLS READING AND WRITING OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                       | RESOURCES                                                                                                                                                                                                                                 | INTEGRATION                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 9. Interpret simplified want ads.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Seek/report info: signs/symbols<br>*P/T* means part time.<br>*immed* means immediately<br>*exp* means experience<br>/ | <u>Expressways 2: Workbook A</u> , p. 41<br><u>Real Life English 3</u> , p. 102-103<br><u>Real Life English 3 Workbook</u> , p. 51, 54<br><u>Getting Together</u> , p. 143                                                                |                                                                                     |
| 10. Complete simplified application for job or job training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       | <u>Real Life English 3</u> , p. 108-109<br><u>May I Help You</u> , p. 139<br><u>A Conversation Book 2</u> , p. 62<br><u>Writing It Down</u> , p. 16-17, 19<br><u>ETC 3 Reading/Writing</u> , p. 55                                        | Consumerism: credit card<br>Getting Started: personal ID<br>Health: medical history |
| 11. Complete work related forms: i.e. W-4, I-9 eligibility form, state and local tax forms to include information from W-2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                       | <u>A Writing Book: English in Everyday Life</u> , p. 138<br><u>The Write Stuff: Lifeskills Writing</u> , p. 11-13<br><u>Invest in Writing 2</u> , p. 56-62<br><br><u>Job Discrimination Curriculum (MIRA)</u> , p. 10-27<br><br>tax forms |                                                                                     |
| 12. Given emergency material, identify safety regulations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                       | <u>Working in English 2</u> , p. 156                                                                                                                                                                                                      | Getting started: emergency procedures                                               |
| <b>CA/AV:</b> <u>VA View Previews</u> ; <u>Goal Reading</u> : On the Job level 1 facts; <u>Goal Vocabulary</u> : On the Job level 1 & 2; <u>Goal Reading</u> : Safety Manual; <u>Invest</u> reading tier 2 level 1 (* learner selects based on interests): community service officers (91), cab drivers (89), painters (88), guards (87), firefighters (86), fishermen (85), truck drivers (84), landscapers (83), custodians (92), lumber salesmen (90), electricians (255), construction workers (254), cosmetologists (253), grocery baggers (252), bellhops (251), mechanics (250), waiters/waitresses (249) |                                                                                                                       |                                                                                                                                                                                                                                           |                                                                                     |

| STRUCTURES-300                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                                                                                                                | UNIT                                                                                                                                                                                             | RESOURCES                                                                                                                                                                                             |
| <b>ADJECTIVES/PRONOUNS:</b><br>adjective + noun<br>comparative<br>demonstrative<br>(that, this)<br>superlative           | Legal<br>Consumerism, Civics, Holidays,<br>Legal<br>Consumerism<br>Consumerism                                                                                                                   | <u>Grammar Handbook 1; p. 127-129</u><br><u>Side by Side 2; p. 36-38, 43</u><br><br><u>Side by Side 2; p. 51-53</u>                                                                                   |
| <b>ADVERBIALS:</b><br>cause/reason<br>means<br>(quickly, slowly)<br>sequence markers<br>(first, then)<br>very/too/enough | Getting Started, Health, History<br>Legal<br>Work<br>Consumerism, Legal                                                                                                                          | <br><u>Side by Side 2; p. 66</u><br><br><br><br>                                                                                                                                                      |
| <b>CONDITIONAL CLAUSES:</b><br>real present                                                                              | Consumerism                                                                                                                                                                                      | <u>Side by Side 2; p. 69</u>                                                                                                                                                                          |
| <b>CONJUNCTIONS:</b><br>but                                                                                              | Civics, History, Holidays                                                                                                                                                                        | <u>Grammarwork 2; p. 82</u><br><u>Side by Side 3; p. 129</u>                                                                                                                                          |
| <b>MODAL VERBS:</b><br>can<br>could<br>may<br>must/have to<br>should<br>would like<br>(noun, to)<br>would rather/prefer  | Civics, Consumerism,<br>Telephone<br>Health, Work<br>Telephone<br>Getting-Started, Civics, Legal,<br>Work<br>All Units (not Holidays, History)<br>Consumerism, Health, Work<br>Consumerism, Work | <u>Grammarwork 2; p. 64</u><br><br><u>Grammarwork 2; p. 64</u><br><u>Grammarwork 2; p. 72</u><br><br><u>Grammarwork 2; p. 65</u><br><br><u>Grammarwork 3; p. 87-88</u><br><u>Grammarwork 4; p. 58</u> |
| <b>REPORTED SPEECH:</b>                                                                                                  | Telephone                                                                                                                                                                                        | <u>Grammarwork 3; p. 102</u>                                                                                                                                                                          |
| <b>VERBS:</b><br>future<br>imperative<br>past continuous                                                                 | Getting Started, Consumerism<br>Getting Started, Consumerism,<br>Telephone, Transportation, Work<br>Legal, Transportation                                                                        | <u>Side by Side 1; p. 118-119</u><br><u>Grammarwork 2; p. 59</u><br><br><u>Side by Side 2; p. 76-77</u>                                                                                               |

| STRUCTURES-300                  |                                                        |                                                                                                                  |
|---------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| STRUCTURE                       | UNIT                                                   | RESOURCES                                                                                                        |
| <b>VERBS: (cont.)</b>           |                                                        |                                                                                                                  |
| present continuous              | Consumerism, Legal,<br>Telephone, Transportation, Work | <u>Grammarwork 2</u> ; p. 31<br><u>Skill Sharpeners 1</u> ; p. 67<br><u>Write from the Start</u> ; p. 121, 125   |
| present perfect<br>(continuous) | Getting Started, Health                                | <u>Side by Side 3</u> ; unit 4<br><u>Side by Side 3 Activity Workbook</u> ; p. 33-34                             |
| simple past                     | All Units                                              | <u>Grammarwork 3</u> ; p. 28-20, 33<br><u>Grammarwork 2</u> ; p. 39<br><u>Real-Life English Grammar</u> ; p. 35  |
| simple present                  | All Units                                              | <u>Grammarwork 3</u> ; p. 17, 19<br><u>Grammar Handbook 1</u> ; p. 70-75                                         |
| verb/infinitive                 | Getting Started, Work                                  |                                                                                                                  |
| <b>QUESTIONS:</b>               |                                                        |                                                                                                                  |
| - wh                            | All Units                                              | <u>Grammarwork 3</u> ; p. 36<br><u>Grammarwork 2</u> ; p. 57<br><u>Write from the Start</u> ; p. 125             |
| yes/no                          | Consumerism, Health, Legal,<br>Work                    | <u>Grammarwork 2</u> ; p. 40<br><u>Side by Side 1 Workbook</u> ; p 136-137<br><u>Grammar Handbook 1</u> ; p. 7-9 |
| embedded                        | Health, Transportation                                 |                                                                                                                  |

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## **LEVEL 350**

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# ENTRY LEVEL DESCRIPTIONS: 350

**350 (Intermediate):** Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LISTENING                                                                                                                                                                                                                                                                                                                                                                        | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Functions independently in most face to face routine social and work situations. May need to repeat to be understood.</p> <p>Relies on learned phrases and attempts spontaneity, but with hesitation and pauses.</p> <p>Has increasing, but inconsistent control of basic grammar.</p> <p>Communicates on phone in survival situations, but usually needs to repeat.</p> <p>Asks and responds to questions on familiar and some unfamiliar subjects.</p> <p>Can occasionally clarify general meaning by rewording. May switch to primary language.</p> | <p>Understands conversations on familiar topics when spoken slowly and/or with repetition.</p> <p>Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics.</p> <p>Has limited ability to understand in non-contact situations (e.g. telephone).</p> <p>Understands simple oral instructions. May need repetition.</p> | <p>Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment).</p> <p>Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included.</p> <p>Can relate titles to simple texts.</p> <p>May have some ability to guess vocabulary in context.</p> <p>Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, wh-).</p> <p>Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.</p> | <p>Completes a variety of simplified forms.</p> <p>Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate.</p> <p>Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 350

### Marking System:

+ = Achieved competency/function

√ = More practice is needed

A = Absent

NC = Not covered

### Getting Started:

- \_\_\_ 1. Exchange greetings
- \_\_\_ 2. Introduce self/others
- \_\_\_ 3. Ask/answer questions: others
- \_\_\_ 4. Complete personal identification forms
- \_\_\_ 5. Locate points on map
- \_\_\_ 6. Describe native country/hometown
- \_\_\_ 7. Give directions: home/school
- \_\_\_ 8. Identify school rules
- \_\_\_ 9. Respond to emergency procedures
- \_\_\_ 10. Describe future goals
- \_\_\_ 11. \_\_\_\_\_

### Civics/Government:

- \_\_\_ 1. Identify 3 levels of government and heads
- \_\_\_ 2. State functions of local/state government
- \_\_\_ 3. Identify branches/functions: federal govt.
- \_\_\_ 4. Identify parts of constitution/purpose
- \_\_\_ 5. Compare rights/responsibilities: U.S./other
- \_\_\_ 6. Identify voting requirements
- \_\_\_ 7. Compare/contrast U.S. government/other
- \_\_\_ 8. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Select checking/savings account
- \_\_\_ 2. Compare credit cards
- \_\_\_ 3. Fill out credit card application
- \_\_\_ 4. Specify personal needs/request information
- \_\_\_ 5. Make consumer complaints
- \_\_\_ 6. Respond to solicitations
- \_\_\_ 7. \_\_\_\_\_

### Health:

- \_\_\_ 1. Explain prescription dosage
- \_\_\_ 2. Fill out medical history forms
- \_\_\_ 3. State safety precautions/hazards: home
- \_\_\_ 4. Make an appointment/state symptoms
- \_\_\_ 5. Describe an injury
- \_\_\_ 6. Give advice: first aid
- \_\_\_ 7. Write a letter explaining illness
- \_\_\_ 8. \_\_\_\_\_

### Holidays/Special Occasions:

- \_\_\_ 1. State importance
- \_\_\_ 2. Describe how/when celebrated
- \_\_\_ 3. Identify historical figures/events
- \_\_\_ 4. Compare/contrast: holidays in own country

### Legal Services:

- \_\_\_ 1. Describe a crime
- \_\_\_ 2. Complete crime/accident report
- \_\_\_ 3. Identify resources for legal problem
- \_\_\_ 4. Make phone inquiries: legal problem
- \_\_\_ 5. State rights and responsibilities
- \_\_\_ 6. Identify problems, solutions, consequences
- \_\_\_ 7. \_\_\_\_\_

### Media:

- \_\_\_ 1. Identify sections of newspaper
- \_\_\_ 2. Use newspaper index
- \_\_\_ 3. Make predictions

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Level: \_\_\_\_\_

Start date: \_\_\_\_\_

Type: \_\_\_\_\_

Media: (cont)

- \_\_\_ 4. Identify main idea
- \_\_\_ 5. Identify product, audience, message
- \_\_\_ 6. Ask/answer questions: TV shows
- \_\_\_ 7. Ask/answer questions: weather forecast
- \_\_\_ 8. State preferences: movies, TV, radio
- \_\_\_ 9. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Take/leave phone messages
- \_\_\_ 2. Report information: recorded messages
- \_\_\_ 3. Leave message: answering machine
- \_\_\_ 4. Record phone message
- \_\_\_ 5. Request information
- \_\_\_ 6. Call utility co.: service, repair, installation
- \_\_\_ 7. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. Interpret maps: symbols, grids, charts
- \_\_\_ 2. State route to destination
- \_\_\_ 3. Ask for/give directions
- \_\_\_ 4. Plan a trip
- \_\_\_ 5. Make appointment for driver's test
- \_\_\_ 6. Complete drivers' license application
- \_\_\_ 7. Report theft/loss
- \_\_\_ 8. Report an accident
- \_\_\_ 9. Complete accident form
- \_\_\_ 10. \_\_\_\_\_

### U.S. History: Period \_\_\_\_\_

- \_\_\_ 1. Describe major events
- \_\_\_ 2. State causes and effects
- \_\_\_ 3. Describe historical period in own country
- \_\_\_ 4. \_\_\_\_\_

### Working in the U.S. 1: Finding Work:

- \_\_\_ 1. Identify resources: jobs/training
- \_\_\_ 2. Interpret want ads
- \_\_\_ 3. Inquire about job by phone
- \_\_\_ 4. Describe past/present job duties
- \_\_\_ 5. State future goals
- \_\_\_ 6. Ask/answer questions: interview
- \_\_\_ 7. Fill out job application
- \_\_\_ 8. Identify worker rights/responsibilities
- \_\_\_ 9. \_\_\_\_\_

### Working in the U.S. 2: On the Job:

- \_\_\_ 1. Give and follow instructions
- \_\_\_ 2. Ask for/give clarification
- \_\_\_ 3. Request a schedule change
- \_\_\_ 4. Identify safety and emergency regulations
- \_\_\_ 5. Apologize/respond to apologies
- \_\_\_ 6. Respond to praise/criticism
- \_\_\_ 7. Offer/respond to suggestions
- \_\_\_ 8. Identify problems, solutions, consequences
- \_\_\_ 9. \_\_\_\_\_

### Writing Level Objective:

\_\_\_ Write a simple paragraph

### Reading Level Objective:

\_\_\_ Read non-simplified material

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair, satisfactory, good, or excellent.*

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark X in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

|                                                                      | INDEX OF FUNCTIONS: LEVEL 350 |        |      |        |      |       |       |      |       |            |              |      |
|----------------------------------------------------------------------|-------------------------------|--------|------|--------|------|-------|-------|------|-------|------------|--------------|------|
|                                                                      | Get<br>Start                  | Civics | Cons | Health | Holi | Legal | Media | Tele | Trans | US<br>Hist | Find<br>Work | Work |
| <b>Seek &amp; Report Information</b>                                 |                               |        |      |        |      |       |       |      |       |            |              |      |
| Capability                                                           |                               |        |      |        |      |       |       |      |       |            | *            |      |
| Cause/effect                                                         |                               |        |      | *      |      |       |       |      |       | *          |              | *    |
| Description (color, size, condition, etc.)                           |                               | *      | *    | *      | *    | *     | *     | *    | *     |            |              | *    |
| Location/direction                                                   | *                             |        |      |        |      |       | *     |      | *     |            |              |      |
| Objects/signs/symbols                                                |                               |        |      |        |      |       |       |      |       |            | *            |      |
| Quantity/price                                                       |                               |        | *    |        |      |       |       |      | *     |            |              |      |
| Self/others                                                          | *                             | *      |      |        | *    | *     |       | *    |       | *          | *            |      |
| Time/chronological information                                       |                               |        |      | *      | *    | *     | *     | *    | *     | *          | *            |      |
| <b>Make/Respond to Requests for Clarification</b>                    |                               |        | *    |        |      | *     |       | *    | *     |            |              | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>               |                               |        |      |        |      |       |       |      |       |            |              |      |
| Likes/preference/satisfaction/compliments                            |                               |        | *    |        |      |       | *     |      | *     |            | *            | *    |
| Needs/wants/intentions                                               | *                             |        |      | *      |      |       |       |      | *     |            | *            |      |
| Regrets/apologies/sympathy                                           |                               |        | *    |        |      |       |       | *    |       |            |              | *    |
| Gratitude/surprise                                                   |                               |        |      |        |      |       |       |      | *     |            |              |      |
| Complaints                                                           |                               |        | *    |        |      |       |       | *    |       |            |              | *    |
| Opinions                                                             |                               |        |      |        |      | *     | *     |      |       |            |              |      |
| <b>Express/inquire about conditions<br/>(health,pain,worry,mood)</b> |                               |        |      | *      |      |       |       |      |       |            |              |      |

| INDEX OF FUNCTIONS: LEVEL 350                        |              |        |      |        |      |       |       |      |       |            |              |
|------------------------------------------------------|--------------|--------|------|--------|------|-------|-------|------|-------|------------|--------------|
|                                                      | Get<br>Start | Civics | Cons | Health | Holl | Legal | Media | Tele | Trans | US<br>Hist | Find<br>Work |
| <b>Make &amp; Respond to Directives:</b>             |              |        |      |        |      |       |       |      |       |            |              |
| Advise, ask; and instruct s.o. to do sth/seek advice | *            |        |      | *      |      | *     |       | *    |       |            | *            |
| Respond to instructions/directives                   | *            |        |      |        |      |       |       |      |       |            | *            |
| Request assistance                                   |              |        |      |        |      |       |       | *    | *     |            |              |
| Give/seek permission                                 |              |        |      | *      |      |       |       |      |       |            | *            |
| Give/respond to correction/warning                   |              |        |      |        |      |       |       |      |       |            | *            |
| Make/respond to invitations                          |              |        |      |        |      |       |       |      |       |            |              |



## RESOURCES: LEVEL 350

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.*

### TEXT

44+ Ways to Use Answering Machines  
Alice Blows a Fuse  
All About the USA  
America's Story 1 & 2  
Basic Writing  
Breaking the Ice (T)  
By the People, For the People  
Card Book  
Choices: Consumer Sense  
Choices: Discovering Your Community  
Choices: Housing  
Choices: It's Your Right  
Clues to Culture  
Communication Skills that Work 1  
Composition Practice Book 2  
Content Area ESL  
Conversation Book 2  
Drawing Out  
English for Adult Competency 2  
ESL for Action  
ETC Series 2, 3, 4, 5 (All Texts)  
Even More True Stories  
Expressways 1 & 2  
Expressways 1 & 2 Workbooks  
Far From Home

Getting Together  
Grammarwork 2, 3, 4  
Handbook for Citizenship  
Highlights of American History  
How to Use The Telephone Book  
Input/Output (T)  
Invest in Writing: Workbook 3  
Invest: Buyer Beware, Buyer Be Wise  
Invest: Finding Your Way in the  
World of Travel  
Invest: Buy Now, Pay Later  
Invest: How to Buy a Used Car  
Invest: The Job Hunt  
Invest: Emergency First Aid and Home  
Safety  
It's Time to Talk  
It's Your Right  
Javier Arrives in the US  
Job Discrimination Curriculum (MIRA)  
Lifelines 3 & 4  
Lifeskills 2  
Lifeskills Writing Exercise Book  
Listen For It (T)  
Listening Tasks (T)  
Look Who's Talking

Look at the USA 1  
Making the Most of News For You  
More Picture Stories  
More True Stories  
Moving On (T)  
Our Own Stories  
Please Write  
Problem Solving  
Put It In Writing  
Read Right!  
Reading Ad, Reference Material and  
Legal Documents  
Reading Workout  
Reading Skills that Work 2  
Reading Labels, Directions & Newspapers  
Real-Life English 3  
Real-Life English 4  
Side by Side 2, 3, 4  
Skill Sharpeners 3  
Skill Building with the Newspaper  
Small Talk (T)  
Springboards  
Strategies in Listening (T)  
Take Care of Yourself  
Talkativities



## RESOURCES: LEVEL 350

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.*

### TEXT (cont.)

Teaching How to Learn  
Tuning into Spoken Messages (T)  
Using the Want Ads  
Using the Newspaper in the  
    ESL Classroom  
Way to US Citizenship  
What's Up? American Idioms  
Working Culture 2  
Working in English 2  
Write from the Start  
Write Soon  
Writing It Down  
Writing Activities for Newspaper Readers  
Writing Challenge

### CAI/AV

Goal  
Invest  
MECC Dataquest  
PC Globe  
PC USA  
Virginia View

### VIDEOS

English Works

### OTHER

News For You

(T) = Tape available

## **INSTRUCTIONAL UNITS: 350**

## GETTING STARTED 350

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

**Developmental Reading:** See end of level for objectives. Our Own Stories, Units 8, 9, 10, 11; Far From Home, Unit 4; The New Arrival 2, Unit 1, 19, 20; Reading Workout, Unit 2

**Developmental Writing:** See end of level for objectives. Write From The Start, p. 3, 84, 93; Composition Practice 2, Unit 1, 4; Please Write, Unit 1, 22; Write Soon, Ch. 3

| OBJECTIVES                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                      | RESOURCES                                                                                                                                                                                                         | INTEGRATION                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Exchange greetings, using appropriate social registers.                                    | Seek/report info: self/others:<br>Hey, how's it going?<br>Hi! How are you?<br>Hello! How are you doing?                                                            | <u>Expressways 2</u> , p. 1<br><u>Clues to Culture</u> , p. 7-8                                                                                                                                                   | Finding work: introduce self<br><br>Cross-culture: use of first names, last names, and titles                                                                  |
| 2. Introduce self and others, using appropriate social registers.                             | Seek/report info: self/others:<br>Let me introduce my supervisor, Mr...<br>I'd like you to meet..<br>This is my friend, Linda.                                     | <u>Expressways 2</u> , p. 2-3, 98<br><u>Clues to Culture</u> , p. 9-10<br><u>ETC 4 Listening/Speaking</u> , Unit 1<br><u>It's Time to Talk</u> , p. 2-3                                                           | Finding work: Introduce self<br>Structures: Would like<br>Cross-culture: handshaking, kissing, and other conventions                                           |
| 3. Given social situations, ask/answer questions about self, others, and family members.      | Seek/report info: self/others:<br>How is your job?<br>How was your weekend?<br>I haven't seen you in quite a while.<br>What do you do?<br>I work at Wilson School. | <u>Breaking the Ice</u> , Units 1-3 (T)<br><u>Expressways 2</u> , p. 10<br><u>Lifelines 3</u> , Unit 1<br><u>Small Talk</u> , Unit 1, 11<br><u>Look Who's Talking</u> , p. 61-64.<br><u>Side by Side 2</u> , p. 9 | Finding Work: introduce self<br><br>Structures: Simple present & past<br>Questions: wh & yes/no<br>Cross-culture: comfortable speaking distance between people |
| 4. Complete relevant forms with personal information (see integration for possible contexts). |                                                                                                                                                                    | <u>Lifelines 3</u> , Unit 2-3<br><u>Lifeskills Writing Exercise Book</u> , Ch. 1 <u>ETC 3 Reading/Writing</u> , p. 13, 55, 78                                                                                     | Finding Work: applications<br>Transportation: licenses<br>Health: medical forms<br>Consumerism: credit cards                                                   |

# GETTING STARTED 350

| OBJECTIVES                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                   | RESOURCES                                                                                                                                      | INTEGRATION                                                                                                                              |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Identify relevant points on globe/maps (native country, US, VA, Arlington, residence) |                                                                                                                                                                                                 | <u>Getting Together</u> , p. 8-9<br>maps and globes                                                                                            | History: growth of the US<br>Holidays: Flag Day<br>Transportation: maps                                                                  |
| 6. Describe native country or hometown orally and in writing.                            | Report Info: location:<br>My country has many mountains.<br>... is the largest city.<br>There is a lot of rich, green farmland.                                                                 | <u>Basic Writing</u> , Ch. 2<br><u>Getting Together</u> , Unit 11<br><u>It's Time to Talk</u> , p. 59<br>Student stories from previous classes | Structures: Many/much<br>Simple present & past)<br>Comparative/superlative<br>There is/there are                                         |
| 7. Give directions from school to your home, orally and in writing.                      | Instruct someone to do something:<br>Go down Wilson Boulevard to Park Street and turn right.<br>My apartment is in the second building on the left.                                             | <u>Side By Side 2</u> , Unit 7<br><u>Listen for It</u> , Unit 11 (T)<br><u>Expressways 2</u> , p. 22-25<br>Street maps                         | Transportation: directions<br>Structures: Imperatives Prepositions of place                                                              |
| 8. Identify school rules, policies, and appropriate classroom behaviors.                 | Give advice:<br>Smoking is not permitted.<br>You should arrive on time.<br>You should ask questions if you don't understand.                                                                    | <u>Our Own Stories</u> , Unit 16<br>School brochures                                                                                           | Health: give advice<br>Structures: Should<br>Cross-culture: rules, policies, and appropriate classroom behaviors in native country       |
| 9. Respond to school's seasonal emergency procedures:<br>fire/tornado drills<br>snow     | Instruct/respond to instructions:<br>Don't forget to close the door.<br>You must stay down in a tornado.<br>Turn right and go out the side door.<br>If the weather is bad, listen to the radio. | School emergency procedures                                                                                                                    | Work/health: safety<br>Structures: Imperatives Must<br>If clauses: real present<br>Cross-culture: emergency procedures in native country |
| 10. Describe future goals, orally and in writing.                                        | Express wants/intentions:<br>When I finish English classes, I want to..<br>I would like to be a nurse.                                                                                          | <u>Getting Together</u> , Unit 4                                                                                                               | Finding Work: goals<br>Structures: Would like to..., Future tenses                                                                       |

CA/AV: PC Globe; PC USA

# CIVICS/GOVERNMENT LEVEL 350

**Developmental Reading:** See end of level for objectives. See resources below. Other: Way to US Citizenship

**Developmental Writing:** See end of level for objectives. See resources below.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                              | RESOURCES                                                                                                                                                        | INTEGRATION                                                                                                                                            |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the three levels of government and state their current heads.     | Report info: descriptive:<br>_____ is the President.<br>He is the leader of our federal government.<br>The governor of Virginia is _____.  | <u>Handbook for Citizenship</u> , p. 42-62, 64-71<br><u>By the People, For the People</u> , p. 3-5, 103-107                                                      | Holidays: Presidents' Day<br><br>Structures:<br>Definite articles<br><br>Cross-culture: levels of government and heads in native country               |
| 2. Given the local and state governments, state their functions.              | Report info: descriptive:<br>The local/state government is responsible for...                                                              | <u>By the People, For the People</u> , p. 100-102, 108-113<br><u>Handbook for Citizenship</u> , p. 97-99                                                         | Structures:<br>Definite articles<br><br>Cross-culture: structure and function of government in native country                                          |
| 3. Identify the three branches of the federal government and their functions. | Report info: descriptive:<br>The legislative branch makes laws.<br>The judicial branch is responsible for...<br>The executive branch can.. | <u>Handbook for Citizenship</u> , p. 32-34<br><u>By the People, For the People</u> , p. 15-19, 35-39, 52-65, 71-75, 80-82<br><u>Look at the USA 1</u> , p. 65-80 | Holidays: Presidents' Day<br><br>Structures:<br>Simple present<br>Can (ability)<br><br>Cross-culture: responsibilities of government in native country |

| CIVICS/GOVERNMENT LEVEL 350                                                                               |                                                                                                      |                                                                                                                                            |                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                        | RESOURCES                                                                                                                                  | INTEGRATION                                                                                                                              |
| 4. Identify the three parts of the Constitution and their purpose.                                        | Report info: descriptive:<br>The articles of the Constitution describe the powers of the 3 branches. | Handbook for US Citizenship, p. 29-31<br><u>By the People, For the People</u> , p. 9, 20-25<br><u>Look at the USA 1</u> , p. 61-64, 83-86. | History: Americans Fight for Freedom<br><br>Structures:<br>Definite articles<br><br>Cross-culture: important documents in native country |
| 5. Compare rights and responsibilities of citizens to native country.                                     | Report info: self:<br>In the U.S., you don't have to vote, but in my country, you have to vote.      | Handbook for Citizenship, p. 12<br><u>By the People, For the People</u> , p. 127-131                                                       | Legal: rights and responsibilities<br><br>Structures:<br>But<br>Have to                                                                  |
| 6. Identify voting requirements and process for registering to vote.                                      | Report info: descriptive:<br>In the U.S., you vote in local, state and federal elections.            | <u>By the People, For the People</u> , p. 132-136<br><u>Look at the USA 1</u> , p. 91-94                                                   | Cross-culture: voting requirements in native country                                                                                     |
| 7. Given an aspect of government discussed above, compare and contrast with government in native country. | Report info: self:<br>In my country, we have two levels of government, but the US has three.         |                                                                                                                                            | Structures:<br>But<br>Simple present                                                                                                     |
| CA/AV: <u>PC USA</u> ; <u>Invest Tier 2 Reading 4-6</u> : George Washington (358), Abraham Lincoln (360)  |                                                                                                      |                                                                                                                                            |                                                                                                                                          |



## CONSUMERISM      LEVEL 350

**Developmental Reading:** See end of level for objectives. More True Stories p. 82-85; Invest: How to buy a Used Car; Far From Home, p. 43-50; Problem Solving, p. 47-52; Reading Workout, Unit 4

**Developmental Writing:** See end of level for objectives. Put it in Writing; p 25. More True Stories; p. 85, ex. 4-5. Drawing Out; p. 95-96

**Unit Needs Assessment:** See needs assessment for details.

| OBJECTIVES                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                 | RESOURCES                                                                                                                                                 | INTEGRATION                                                                                                                                     |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given different types of checking and savings accounts, choose best one for personal needs. | <p>Seek/report info: prices:<br/>What is the checking fee?<br/>Do I need to pay for checks?<br/>This account has a smaller monthly service charge.</p> <p>Express preference:<br/>This one is the best for me because ...</p> | <p><u>ETC 5</u> (all books), Ch. 3<br/><u>Lifeskills 2</u>, p. 13-15</p> <p>Bank brochures</p>                                                            | <p>Structures:<br/>Comparatives<br/>Superlatives<br/>Questions: wh &amp; yes/no</p> <p>Cross-culture: saving money: banks, mattresses, etc.</p> |
| 2. Given different credit cards, compare interest rates, annual fees and other features.       | <p>Report info: price<br/>This credit card has a 14.9% interest, but the other one has a 8.9% interest.</p> <p>Express preference:<br/>I would rather have a card with a lower interest rate.</p>                             | <p><u>Communication Skills that Work 1</u> p. 85.<br/><u>ETC 3 Reading/Writing</u>, Ch. 6<br/><u>Invest: Buy Now, Pay Later</u></p> <p>Bank brochures</p> | <p>Structures:<br/>But<br/>Would rather<br/>Comparatives</p> <p>Cross-culture: cash vs. credit purchasing</p>                                   |
| 3. Fill out credit card applications.                                                          |                                                                                                                                                                                                                               | various credit card applications                                                                                                                          | <p>Getting Started: forms<br/>Health: medical forms<br/>Transportation: license<br/>Finding work: applications</p>                              |

# CONSUMERISM LEVEL 350

| OBJECTIVES                                                                                                                                                                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                    | RESOURCES                                                                                                                                                                                                                                                                                            | INTEGRATION                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Given a major purchase, specify personal needs and request information. (Possible contexts: house, car, furniture, appliances)                                                                                                        | <p>Seek info: descriptive, price:<br/>Can you give me some information...?<br/>How much does this cost?<br/>Does this have a warrantee?</p> <p>Seek/report info: size, condition:<br/>I'm looking for a mid-size (used) car.<br/>Can/could you show me a less expensive one?</p> | <p><u>Lifeskills 2</u>, p. 91-94<br/><u>Read Right!</u>, p. 26-29<br/><u>ETC 4 Grammar</u>, Ch. 8<br/><u>Expressways 1</u>, p. 140-141<br/><u>Expressways 1 Wkbk B</u>, p. 44-45</p> <p>Brochures<br/>Advertisements</p>                                                                             | <p>Media: commercials, ads</p> <p>Structures:<br/>Modals: can/could<br/>Comparatives<br/>Questions: wh &amp; yes/no<br/>Cross-culture: getting good buys, bargaining, sales</p> |
| 5. Complain about a service or product, orally and in writing.                                                                                                                                                                           | <p>Express complaint:<br/>I need to speak to the manager about a complaint.<br/>I bought this washing machine one month ago.<br/>It doesn't work well.</p>                                                                                                                       | <p><u>Real-Life English 4</u>, p. 117-118<br/><u>Lifelines 3</u>, unit 7<br/><u>Lifeskills Writing Exercise Book</u>, Ch. 4.<br/><u>ETC 4 Listening/Speaking</u>, Ch. 5.<br/><u>ETC 4 Reading/Writing</u>, Ch. 5.<br/><u>ETC 4 Grammar</u>, Ch 5.<br/><u>Invest: Buyer Beware, Buyer be wise</u></p> | <p>Telephone: billing complaint</p> <p>Structures:<br/>Simple past<br/>Simple present</p> <p>Cross-culture: how complaints are made in native country</p>                       |
| 6. Respond to telephone and door-to-door solicitations.                                                                                                                                                                                  | <p>Express regrets:<br/>No, thank you.<br/>I'm not interested.</p> <p>Make/respond to request: clarification:<br/>What do you mean by...?</p>                                                                                                                                    | <p><u>ETC 4 Listening/Speaking</u>, Ch. 5<br/><u>ETC 4 Reading/Writing</u>, Ch. 5<br/><u>A Conversation Book 2</u>, p. 18</p>                                                                                                                                                                        | <p>Telephone: related objectives</p> <p>Cross-culture: solicitations</p>                                                                                                        |
| <p><b>CA/AV:</b> <u>Invest:</u> Lifeskills (Purchasing Cars Lessons 3-9), (Using Credit Lesson 3);,Using checking accounts Lesson 18); <u>Goal Reading:</u> Level 3 - Main idea, Inferences, Mixed. Level 2: Inferences, vocabulary.</p> |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |

## HEALTH LEVEL 350

**Developmental Reading:** See end of level for objectives. More True Stories, unit 3 and 7; Our Own Stories, unit 3; Javier Arrives in the US, Ch 4, 5

**Developmental Writing:** See end of level for objectives. Our Own Stories, p. 22-23; Write from the Start, p. 26

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                               | RESOURCES                                                                                                                                 | INTEGRATION                                                                                                                                       |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given prescription and non-prescription labels, state dosage, warnings and contents.    | Give advice:<br>You should take this with water.<br>Take 2 every 4 hours before eating.<br>This contains aspirin.           | <u>ETC 2 Reading/Writing</u> , p. 123-124<br><u>Real Life English 3</u> , p. 95<br><u>Expressways 2</u> , p. 56<br><br>medicine bottles   | Structures:<br>Imperatives<br>Modals: must/should/have to<br><br>Cross-culture: generic/brand name drugs, sharing drugs                           |
| 2. Complete simplified medical history forms, including immunization records for children. |                                                                                                                             | <u>Real-Life English 3</u> , p. 96<br><u>English for Adult Competency 2</u> , p. 61                                                       | Getting Started: forms<br>Finding Work: applications<br>Transportation: licenses<br>Consumerism: credit forms                                     |
| 3. Given warning labels on household products, state safety precautions and hazards.       | Report info: cause/effect:<br>This is flammable. It can cause a fire.<br><br>Give advice:<br>You should wear rubber gloves. | <u>Real Life English 3</u> , p. 78-79,83<br><u>Conversation Book 2</u> , p. 116-117<br><u>English for Adult Competency 2</u> , p. 116-117 | Getting Started: emergency procedures<br>Work: safety<br><br>Structures:<br>Modals - should, must, can<br><br>Cross-culture: child- proofing home |

| HEALTH LEVEL 350                                                                                                                                                                               |                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                     | FUNCTIONS AND SAMPLE LANGUAGE                                                                                              | RESOURCES                                                                                                                                                                                         | INTEGRATION                                                                                                                                             |
| 4. Make an appointment, including describing symptoms.                                                                                                                                         | Express need:<br>I'd like to make an appointment for ....<br><br>Express condition:<br>My daughter has had a fever for ... | <u>ETC 3 Speaking/Listening</u> , p. 99, 101<br><u>English for Adult Competency 2</u> , p. 59-60, 67<br><u>Lifelines 3</u> , unit 10<br><u>Expressways 2</u> , p. 53                              | Transportation: appointments<br><br>Structures:<br>Present perfect<br>Would like<br><br>Cross-culture: male/female doctor, when and why we see a doctor |
| 5. Describe an injury.                                                                                                                                                                         | Report info: condition, chronological<br>My son fell and cut his chin.<br>My wife was cooking and burned her hand.         | <u>Lifelines 3</u> , unit 11<br><u>Real-Life English 3</u> , unit 8                                                                                                                               | Transportation: report accident<br>Legal: complete report<br><br>Structures:<br>Simple past<br>Past continuous                                          |
| 6. Given first aid information, give advice for accidents.                                                                                                                                     | Give Instructions:<br>Keep him warm and still.<br><br>Give Advice<br>You should call 911                                   | <u>Real-Life English 3</u> , unit 8<br><u>A Conversation Book 2</u> , p. 109-110<br><u>Take Care of Yourself</u> , unit 7<br><u>Invest: Emergency First Aid and Home Safety</u> , p. 11-42, 71-76 | Work: safety<br><br>Structures:<br>Imperatives<br>Modal - should                                                                                        |
| 7. Write a letter to school which explains a child's ailment.                                                                                                                                  | Seek permission:<br>Please excuse my son from school.<br><br>Express condition:<br>My daughter had the flu.                | <u>English For Adult Competency 2</u> , 50-51.<br><u>Writing It Down</u> , p. 56-59                                                                                                               | Structures:<br>Simple past<br><br>Cross-culture: acceptable reasons for absences                                                                        |
| <b>CA/AV:</b> <u>Goal:</u> Staying Healthy - Levels 1 and 2; <u>Invest Tier 2:</u> (4-6) Reading AIDS prevention (620), Lead Poisoning (186), Food Safety (617), Household child safety (213). |                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                                                         |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 350

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to cover.

| OBJECTIVES                                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                               | INTEGRATION                                          |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1. State importance of holiday/special occasion.                                                    | Report info: descriptive:<br>Veteran's Day honors the men and women who fought in wars in the U.S.                                          | Structures:<br>Simple present<br>Simple past         |
| 2. Describe how and when holiday/special occasion is celebrated.                                    | Report info: descriptive:<br>Americans celebrate Independence Day with fireworks and picnics.                                               | Structures:<br>Simple present                        |
| 3. Identify historical figures and events important to the holiday/special occasion.                | Report info: descriptive, chronological:<br>Abraham Lincoln freed the slaves in the south.                                                  | Structures:<br>Simple past                           |
| 4. Compare and contrast a holiday/special occasion with holiday/special occasion in native country. | Report info: descriptive, self:<br>In my country, the bride wears red, but in the US she wears white.<br>Christmas is warmer in my country. | Structures:<br>Simple present<br>But<br>Comparatives |

## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 350

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holiday's in Chronological Order:</u><br><b>New Year's</b><br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Groundhog's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day | Halloween<br>Columbus Day<br>Election Day<br>Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br>Friday the 13th<br>religious holidays<br>birthdays<br>marriages<br>births/deaths<br>Friday 13th<br>holidays in students' native countries | <u>Way to US Citizenship</u><br><u>Content Area ESL</u><br><u>America's Story 2</u><br><u>Look at the USA 1</u><br><u>Our Own Stories</u><br><u>A Conversation Book 2</u><br><u>It's Time to Talk, p. 175</u><br><br>Field trip: memorials, museums, National Archives, The Capitol, Arlington Cemetery |
| <b>CANAV</b> <u>PC Globe</u> ; <u>PC USA</u> ; <u>Compton's Multi-media Encyclopedia</u> ; <u>Prodigy</u> - encyclopedia                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                         |



## LEGAL SERVICES LEVEL 350

**Developmental Reading:** See end of level for objectives. More True Stories Unit 14; Problem Solving (Units depend on legal topic(s) selected); Springboards, p. 42, 43; Choices: Discovering Your Community, Unit 11.

**Developmental Writing:** See end of level for objectives. Put It In Writing (photos for writing descriptions); Springboards, p. 6, 24, 60

**How to use this unit:** The class **selects a context** or contexts within which to accomplish the lifeskills objectives. See suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Context resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose of this unit is to help students identify appropriate resources and develop the language skills needed to seek and comprehend legal advice.

### Legal Contexts:

abuse (child abuse - ca, spouse abuse - sa)  
consumer rights (cr)  
crime prevention (cp)  
court system (cs)  
housing (h)  
immigration (i)  
job discrimination (jd), eg. document, national origin, sex discrimination  
local law (ll)  
rights and responsibilities of US citizens (us)  
state law (sl)  
traffic law (tl)

### Context Resources:

ESL for Action  
Choices: Consumer Sense, Unit 5 (cr)  
Choices: It's Your Right, (all)  
Choices: Housing, Unit 4 (h)  
Choices: Discovering Your Community, Unit 11 (cp)  
ETC 5 (all books), Ch 5  
By the People, For the People, p. 127-131 (us)  
Job Discrimination Curriculum (MIRA) (jd)  
  
Arlington Information & Referral Service (all)  
Department of Motor Vehicles (tl)  
Tenant/Landlord Commission  
Pamphlets  
Guest Speakers: Police, advocate attorneys, immigration lawyers

| OBJECTIVES                                                           | FUNCTIONS AND SAMPLE LANGUAGE                                                                                            | RESOURCES                                                                                                                                       | INTEGRATION                                                                                                                    |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe a crime or accident orally, including people and events. | Report info: descriptive/chronological:<br>He was tall and thin with curly hair.<br>First, the robber went around front. | <u>ETC 3 Listening/Speaking</u> , p. 28-29<br><u>Input/Output</u> , Unit 6 (T)<br><u>Lifelines 3</u> , Unit 14<br><u>The Card Book</u> , Unit 7 | Transportation: report accident<br>Structures: Past tenses, sequence markers<br>Cross-culture: fear of dealing with the police |

| LEGAL SERVICES LEVEL 350                                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                       | RESOURCES                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                          |
| 2. Complete a crime or accident report, including a summary of events.                              |                                                                                                                                                                                                                                                                     | <u>Choices: It's Your Right</u> , Unit 2<br>Crime/Accident Reports                                                                                                                                    | Transportation: report accident<br>Cross-culture: Report procedures                                                                                                                  |
| 3. Given written information about a problem, identify resources for a legal issue/problem.         | Report info: others, time:<br>The ____ can help with ____.<br>The phone number/address for ____<br>is _____. They will help you ____.<br>The ____ is open 5 days from 9-5.                                                                                          | Arlington Community Directory<br>Yellow Pages<br>Blue Pages<br>Local Pamphlets from<br>Courthouse                                                                                                     | Work: problem solving<br><br>Structures: Modals (can/will)<br>Simple present<br>Cross-culture: getting help                                                                          |
| 4. Make phone inquiries about a legal issue/problem, including asking for clarification.            | Seek advice:<br>What should I do about ____?<br>Who should I call about ____?<br>Can you help me with ____?<br>Where can I get more information<br>about ____?<br>Make/respond to request: clarification:<br>What do you mean by ____?<br>Does that mean that ____? | <u>ETC 4 Grammar</u> , Ch. 5<br><u>Lifelines 4</u> , Ch. 8<br><u>Side by Side 4</u> , Ch. 3<br><u>Expressways 2</u> , p. 99-100, 140,<br>142<br><br>English Works video (Asking for<br>clarification) | Telephone: request information<br>Finding Work: illegal questions<br><br>Structures: Questions (yes/no & WH)<br><br>Cross-culture: role of politeness in asking for<br>clarification |
| 5. Given information from chosen contexts, state major state and local rights and responsibilities. | Give advice:<br>It is illegal to ____.<br>If a policeman ____, I must ____.<br>You should not ____.                                                                                                                                                                 | <u>Handbook for Citizenship</u> , p. 64<br><br>Local brochures, including voter<br>registration                                                                                                       | Civics: rights & responsibilities<br><br>Structures: If-clauses<br>Should not<br>Cross-culture: voting, child support, traffic, etc.                                                 |
| 6. Given a legal issue, identify problem, possible solutions, and consequences.                     | Expressing opinion:<br>I (dis)agree with that.<br><br>Give advice:<br>You should ____.                                                                                                                                                                              | <u>Problem Solving</u> (depending on<br>context selected)<br><br>Student generated problems                                                                                                           | Work: problem solving<br><br>Structures: should (not)<br><br>Cross-culture: getting professional advice                                                                              |
| CAVAV: <u>Goal Lifeskills</u> : Level 1: Mixed. Level 2: Inference.                                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                      |

## MEDIA LEVEL 350

**Developmental Reading:** See end of level for objectives. News for You; USA Today; All About the USA, p. 43-45; More True Stories, unit 21

**Developmental Writing:** See end of level for objectives. Newspapers, p. 94

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                           | RESOURCES                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                           |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify sections of a newspaper.                                                     | Seek/report info: location<br>Where can I find<br>movies/international<br>news/job announcements?<br>(You can) look in the ... section. | <u>Reading Labels, Directions and Newspapers</u> , p 53-55<br><u>Skill Building with the Newspaper</u> , p. 4-5<br><u>It's Time to Talk</u> , p. 141<br><br>Newspapers: USA Today, News for You                                                                       | Any related topic<br><br>Structures: Wh-questions<br><br>Cross-culture: similarities/<br>differences- newspapers in<br>native country |
| 2. Given a topic, use a newspaper index to locate information.                           |                                                                                                                                         | <u>Newspapers</u> , p. 31, 34<br><u>Using the Newspaper in the ESL Classroom</u> , "The Paper Chase"<br><br>Newspapers: News for You, USA Today                                                                                                                       | Any related topic                                                                                                                     |
| 3. Make predictions from headlines, visuals, and titles from newspaper and or magazines. | Express opinion:<br>This may/might be about the World Cup games.<br>I think this article is about ....<br>because ...                   | <u>Teaching How to Learn</u> , p. 68<br><u>Making the Most of News For You</u> , p. 6-7, 12-14<br><u>It's Time to Talk</u> , p. 145<br><br>Newspapers: USA Today, News for You                                                                                        | Any related topic<br><br>Structures:<br>May/might<br>Because                                                                          |
| 4. Identify main idea of newspaper/magazine article.                                     |                                                                                                                                         | <u>Making the Most of News for You</u> , p. 6, 15, 18<br><u>Using Newspaper in the ESL Classroom</u> , "Getting the Facts"<br><u>Reading Labels, Directions and Newspapers</u> , p. 56<br><u>Strategies in Listening</u> , unit 19 (T)<br><br>Newspaper: News For You | Any related topic                                                                                                                     |

# MEDIA LEVEL 350

| OBJECTIVES                                                                                                                     | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                             | RESOURCES                                                                                                                                              | INTEGRATION                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 5. Given a TV/radio commercial and/or print ad, identify product, audience and message (obvious or unstated).                  | Express opinion:<br>I think this ad is for children because...                                                                                                                        | <u>Reading Ad, Reference Material and Legal Documents</u> , p. 6-14<br><br>TV commercials<br>print ads<br>in-language print ads brought in by students | Consumerism: major purchases<br><br>Structure: Because<br><br>Cross-culture: advertisements in native country            |
| 6. Given a TV show and a listing, ask and answer questions about day, time and channel.                                        | Seek/report info: chronological<br>What time is Murphy Brown on?<br>It's on at 9:00 on Mondays.                                                                                       | <u>It's Time to Talk</u> , p. 150<br><br>TV Guide<br>TV weekly listings<br>TV daily listings                                                           | Structures:<br>Wh-questions<br>Prepositions of time<br><br>Cross-culture: similarities and differences in TV programming |
| 7. Given a weather forecast (TV, radio, print), ask and answer questions about current and future forecast.                    | Seek/report info: condition:<br>What's the weather for tomorrow?<br>They says it's going to be warm and sunny.<br>It's supposed to be very cold.                                      | <u>Expressways 2</u> , p. 86<br><u>Listening Tasks</u> , unit 14 (T)<br><br>TV/radio weather reports<br>USA Today weather page                         | Structures:<br>Future tense<br>Wh-questions<br><br>Cross-culture: weather in native country                              |
| 8. State preferences regarding movies, TV shows, radio stations.                                                               | Express/inquire about preferences/likes/dislikes:<br>What kind of shows do you like?<br>I like comedies.<br>Do you like to listen to the radio?<br>I always listen to Classical Rock. | <u>Expressways 2</u> , p. 177<br><u>Listening Tasks</u> , unit 11 (T)<br><u>Getting Together</u> , p. 50<br><u>It's Time to Talk</u> , p. 149          | Structures:<br>Wh-questions<br>Yes/no question<br><br>Cross-culture: viewing/listening habits in native country          |
| CA/AV: Invest: Lifeskills #39 (Using Resources to find employment services, merchandise); Lifeskills #19 (Comparison Shopping) |                                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                          |

# TELEPHONE/COMMUNICATION LEVEL 350

**Developmental Reading:** See end of level for objectives. Lifelines 3, p. 77; Alice Blows a Fuse, unit 9; What's Up? American Idioms, unit 3

**Developmental Writing:** See end of level for objectives. Springboards, p. 47

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                                           | INTEGRATION                                                                                    |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. Take/leave telephone messages.             | <p>Ask someone to do something:<br/>May/Can I please take a message?<br/>Please tell her to.../that ...<br/>She can call me at ....</p> <p>Make/respond to request:<br/>clarification:<br/>Excuse me?<br/>Did you say....?<br/>Can you please repeat that?</p> | <p><u>Expressways 1</u>, p. 121<br/><u>Lifelines 3</u>, Unit 12<br/><u>How to Use the Telephone Book</u>,<br/>p. 2-5<br/><u>Communication Skills That Work I</u>,<br/>p. 36-40</p> <p>message pads<br/>Teletrainer</p>                                              | <p>Getting Started: introduce self</p> <p>Structures:<br/>Questions: wh &amp; yes/no</p>       |
| 2. Report information from recorded messages. | <p>Report info: time, condition,<br/>descriptive;<br/>The movie begins at 8:00<br/>It's going to be hot and humid<br/>tomorrow.<br/>Maria called to say she can't come<br/>today.</p>                                                                          | <p><u>44+ Ways to Use Answering<br/>Machines</u>, various activities<br/><u>Tuning into Spoken Messages</u>, units<br/>1, 2<br/><u>It's Time to Talk</u>, p. 85</p> <p>Recordings: movies, museums,<br/>Amtrak, Greyhound, weather, home<br/>answering machines</p> | <p>Any topics of interest</p> <p>Structures:<br/>Simple present<br/>Simple past<br/>Future</p> |



# **TELEPHONE/COMMUNICATION LEVEL 350**

| OBJECTIVES                                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                               | RESOURCES                                                                                                                                                            | INTEGRATION                                                                                      |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 3. Given an answering machine/voice mail, leave a message, including name, time of call, and phone number. | Report info: self:/Ask someone to do something:<br>This is ...<br>It is Saturday at ...<br>Please give me a call as soon as possible.<br>My number is ...                                                   | student generated dialogues<br><br>tape recorder<br>answering machine                                                                                                | Structures:<br>Simple present<br>Imperative                                                      |
| 4. Given an answering machine, record a phone message.                                                     | Report info: self:/Apologize:/Ask someone to do something:<br>I'm sorry. We can't come to the phone right now. Please leave your name and number and we will return your call as soon as possible.          | <u>Expressways 2</u> , p. 125<br><br>Student generated dialogues<br>tape recorder<br>answering machine                                                               | Cross-culture: prevalence of recorded messages and answering machines in native country          |
| 5. Request information by telephone: reservations, movies/recreation, directory assistance.                | Seek info: time, directions<br>Could you tell me when...?<br>Do you know what... ?<br>I'd like some information about...<br>Make/respond to request:<br>clarification:<br>Excuse me. What time did you say? | <u>Strategies in Listening</u> , Unit 10 (T)<br><u>Breaking the Ice</u> , Unit 5 (T)<br><u>Real life English 3</u> , p. 9-10<br><u>It's Time to Talk</u> , p. 54, 81 | Legal: Phone inquiries<br><br>Structures:<br>Embedded questions<br>Simple present<br>Simple past |
| 6. Call a utility company to request service, repair, or installation.                                     | Request assistance:<br>Please install a new line right away.<br>Express complaints:<br>I'd like to report a problem with my phone bill.<br>I can't wait until ... to have my ... repaired.                  | <u>Expressways 1</u> , p. 147<br><br>Student generated dialogues<br>Teletrainer                                                                                      | Consumerism: complaint<br><br>Structures:<br>Imperatives<br>Adverbs<br>Would like                |
| <b>CA/AV:GOAL:</b> Reading on the Job - Level 2: Inferences.                                               |                                                                                                                                                                                                             |                                                                                                                                                                      |                                                                                                  |



## TRANSPORTATION LEVEL 350

**Developmental Reading:** See end of level for objectives. More True Stories, p. 14-17; Problem Solving, p. 60-64; Far From Home, p. 43-52; Reading Workout, Unit 5

**Developmental Writing:** See end of level for objectives. Write from the Start, p. 124; Put it In Writing, p. 25, 43. The Writing Challenge, unit 5

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                    | INTEGRATION                                                                                                                                                  |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given a map, identify symbols, interpret map grids and mileage chart.                 |                                                                                                                                                                                                                                                             | <u>Invest: Finding Your Way in the World of Travel</u> , p. 25-32<br>State and local maps                                                                                                                                                                    | Getting Started: maps                                                                                                                                        |
| 2. Given a map and a local or US destination, state route to destination.                |                                                                                                                                                                                                                                                             | <u>Lifelines 3</u> , p. 28-29<br>State and local maps                                                                                                                                                                                                        | Getting Started: maps                                                                                                                                        |
| 3. Ask for and give directions to a specific location.                                   | Seek/report info: directions:<br>I need directions to...<br>Take route 49 to exit 7.<br>Can you tell me where....is?<br>Go up Wilson Blvd. and make a left.<br><br>Make/respond to request: clarification:<br>Excuse me. Which route?                       | <u>Lifelines 3</u> , units 5-6<br><u>Breaking the Ice</u> , unit 9 (T)<br><u>Expressways 2</u> , p. 22<br><u>Talkativities</u> , p. 49-50<br><u>Alice Blows a Fuse</u> , p. 138-145                                                                          | Getting Started: directions<br><br>Structures:<br>Embedded questions<br>Simple present<br>Imperative                                                         |
| 4. Given a destination, plan a trip including, time, means of transportation, and route. | Express/inquire about preference:<br>What do you want to do today?<br>I'm no really in the mood to...<br>What would you rather do?<br><br>Seek/report information: price, time, location:<br>Do you know what our arrival time is?<br>Could you tell me.... | <u>Invest: Finding Your Way in the World of Travel</u> , p. 34-67<br><u>Getting Together</u> , p. 59-64<br><u>Expressways 2</u> , p. 84-84, 123<br><u>It's Time to Talk</u> , p. 64, 188<br><br>State and local maps<br>brochures form state tourist bureaus | Getting Started: maps<br><br>Structures:<br>Simple present<br>Embedded questions<br><br>Cross-culture: free time/<br>leisure activities in native<br>country |

# TRANSPORTATION LEVEL 350

| OBJECTIVES                                                           | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                     | INTEGRATION                                                                                                                                                             |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Request appointment for a driver's test.                          | Express/inquire about needs/wants:<br>I'd like to make an appointment to...<br>When can I...?<br>What do I need to bring with me...?<br>I need to take the written test.                                                                                                                                  | Student generated dialogues.                                                                                                                  | Health: appointments<br><br>Structures: Would like<br>Simple present<br>Wh questions                                                                                    |
| 6. Complete a driver's license application.                          |                                                                                                                                                                                                                                                                                                           | <u>Real-Life English 3</u> , p.123<br><u>Invest in Writing Wkbk 3</u> , p. 63<br><u>Lifeskills 2</u> , p. 88-89                               | Getting Started: forms<br><br>Cross culture: requirements for drivers in native country                                                                                 |
| 7. Report loss or theft to transportation authorities.               | Report info: descriptive<br>I'd like to report a car theft.<br>My car is a blue, 1992 Toyota.<br>I left it in front of my house.                                                                                                                                                                          | <u>Lifelines 3</u> , Unit 14                                                                                                                  | Legal Services: report crime<br><br>Structures: Simple present<br>Simple past                                                                                           |
| 8. Report an accident.                                               | Report info: chronological<br>A man just walked in front of my car. I hit him and he fell down.<br>Express condition:<br>He is bleeding. I think he is unconscious.<br>Report info: location:<br>It happened at the corner of Wilson and Quinn.<br>Request assistance:<br>Send the ambulance immediately. | <u>Lifelines 3</u> , Unit 13<br><u>Expressways 2</u> , p. 51<br><u>Choices: It's Your Right</u> , p. 8-10<br><br>Field trip to traffic court. | Legal: report crime<br>Health: describe injury<br><br>Structures:<br>Past tenses<br>Present tenses<br>Prepositions: place<br><br>Cross-culture: talking with the police |
| 9. Complete an accident report.                                      |                                                                                                                                                                                                                                                                                                           | <u>Choices: It's Your Right</u> , p. 11<br><u>ETC 3 Reading/Writing</u> , p. 44<br>Local report forms                                         | Legal: report crime                                                                                                                                                     |
| CA/AV: GOAL Reading Lifeskills: Level 1 (Facts), Level 2 (Main Idea) |                                                                                                                                                                                                                                                                                                           |                                                                                                                                               |                                                                                                                                                                         |

## US HISTORY LEVEL 350

**Developmental Reading and Writing:** See end of level for objectives. Look at the US 1; Content Area ESL: Social Studies; The Way to US Citizenship; Highlights of American History; America's Story 1; Handbook for Citizenship; Skill Sharpeners 3.

**Unit Needs Assessment:** Students select a historical period or periods. See historical periods on the next page.

| OBJECTIVES                                                                                                                                                         | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                 | INTEGRATION                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. Describe major events, issues and/or individuals in historic period.                                                                                            | Report info: chronological, descriptive:<br>The Civil War began in 1861.<br>Abraham Lincoln signed the Emancipation Proclamation.                                             | Holidays/Special Occasions<br><br>Structures:<br>Simple past                                  |
| 2. State cause and effects of major events.                                                                                                                        | Report info: cause/effect:<br>The colonists were unhappy because they didn't have representation in the government.                                                           | Holidays/Special Occasions<br><br>Structures:<br>Simple past<br>Because                       |
| 3. Given a student's native country, describe a historic event or period (see objectives 1 and 2) in writing.                                                      | Report info: self:<br>Our Independence Day is September 5.<br>In my country, there are not as many immigrants as in the US.<br>There was a civil war in .... As a result, ... | Holidays/Special Occasions<br><br>Structures:<br>Simple present<br>Simple past<br>Comparisons |
| <b>CA/AV:</b> <u>PC USA</u> ; <u>MECC Dataquest</u> - The 50 States, Presidents; <u>Invest Tier 2 Reading 4-6</u> : George Washington (358), Abraham Lincoln (360) |                                                                                                                                                                               |                                                                                               |

**US HISTORY OF THE USA: LEVEL 350****HISTORICAL PERIODS: Points to Cover****Exploration and Early Colonies**

1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

**Americans Fight For Freedom**

1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

**The Nation Grows**

1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

**The Civil War**

1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

**The Industrial Age and Early Immigration**

1. The Industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

**The World Wars**

1. The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

**After World War II**

1. The 'Cold War'
2. Major issues of the Civil Right's Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy

## WORKING IN THE US 1: FINDING WORK LEVEL 350

**Developmental Reading:** See end of level for objectives. Problem Solving, Unit 6; Far From Home (1st ed.), Unit 6 (New Jobs for Women)

**Developmental Writing:** See end of level for objectives. Put it in Writing, p. 49; Drawing Out, p. 53-54

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                                             |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify places and resources to look for jobs and job training. | <p>Express/respond to advice:<br/>When you're looking for work, you should check the library/go to the employment office.</p> <p>Seek/report info: self, others:<br/>How did you get your job?<br/>I got my job by ....<br/>Do you have a welding training program?</p> | <p><u>Lifelines 3</u>, Unit 2<br/><u>Working in English 2</u>, p. 22-25<br/><u>The Working Culture 2</u>, Ch. 7<br/><u>ETC 3</u> (all books), Ch. 4</p> <p>English Works Video: Reading Job Announcements</p> <p>Students' experiences in the US</p> <p>Newspapers, library, job boards, job fairs, employment centers</p> | <p>Getting Started: goals</p> <p>Structures:<br/>When clauses<br/>Should<br/>Questions: wh &amp; yes/no<br/>Simple past</p> <p>Cross-culture: ways people find jobs</p> |
| 2. Interpret want ads, including common abbreviations.              | <p>Report info: objects/signs/symbols:<br/>What does "immed" mean?<br/>"Immed" means immediately.</p>                                                                                                                                                                   | <p><u>Invest: The Job Hunt</u>, p. 1-28 40-48<br/><u>Using the Want Ads</u>, Unit 7<br/><u>ETC 3 Grammar</u>, p. 57<br/><u>Real-Life English 3</u>, p. 104, 109<br/><u>Lifeskills 2</u>, Unit 3</p> <p>Newspapers, job boards, job fairs, employment centers</p>                                                           | <p>Media: abbreviations, ads</p>                                                                                                                                        |
| 3. Inquire about a job by phone or in person.                       | <p>Seek/report info: self:<br/>I'm calling about the opening.<br/>Is the position still open?<br/>Is it part-time or full time?<br/>When does the job begin?</p>                                                                                                        | <p><u>Lifeskills 2</u>, p. 47<br/><u>Expressway 2</u>, p. 40-41<br/><u>Expressways 2 Workbook A</u>, p. 40-41</p>                                                                                                                                                                                                          | <p>Telephone: request info</p> <p>Structures:<br/>Questions: wh &amp; yes/no<br/>Simple present</p>                                                                     |



# WORKING IN THE US 1: FINDING WORK LEVEL 350

| OBJECTIVES                                                                | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                               | RESOURCES                                                                                                                                                    | INTEGRATION                                                                                                                                                                         |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Describe past and present jobs, including duties and responsibilities. | Express capability:<br>I answered phones and typed letters.<br>I supervise the other housekeepers.<br>I used to drive a truck.                              | <u>Working in English 2</u> , p. 22-25, 60-61<br><u>The Working Culture 2</u> , Ch. 2<br><u>The Working Culture 1</u> , Ch. 6<br><u>Lifelines 3</u> , Unit 2 | Getting Started: personal ID<br><br>Structures: Present tenses<br>Past tenses<br>Used to...<br><br>Cross-culture: jobs that men and women typically have                            |
| 5. State future goals or job preferences.                                 | Express preferences:<br>I'd like to work in an office.<br>I'd like to study auto mechanics.                                                                 | <u>The Working Culture 1</u> , Ch. 6<br><u>The Working Culture 2</u> , Ch. 5<br><u>Lifelines 3</u> , Unit 2                                                  | Getting started: goals<br><br>Structures: Would like to                                                                                                                             |
| 6. Ask and answer questions in a job interview.                           | Seek/report info: self, time<br>I was a teacher in my country.<br>I worked as a typist for 8 months.<br>What is the starting salary?<br>What are the hours? | <u>Working in English 2</u> , Unit 4<br><u>ETC 3 Listening/Speaking</u> , Unit 4<br><u>Lifeskills 2</u> , p. 61-65<br><br>English Works Video: Job Interview | Getting Started: greetings, intros<br><br>Structures: Simple past<br>Questions: wh & yes/no<br>Cross-culture: what to take, what to wear, promptness, eye contact, selling yourself |
| 7. Fill out job applications.                                             |                                                                                                                                                             | <u>ETC 3 Grammar</u> , Ch. 4<br><u>Lifeskills 2</u> , p. 51-52<br><u>Real-Life English 3</u> , p. 107-109<br>Applications from local businesses              | Getting Started: forms                                                                                                                                                              |
| 8. Identify worker rights/responsibilities in obtaining employment.       | Express/inquire about needs:<br>What documents do I need to show?<br>You need to show...<br>Must I show a green card?                                       | <u>Job Discrimination Curriculum (MIRA)</u>                                                                                                                  | Legal: discrimination<br><br>Structures: Questions<br><br>Cross-culture: who is eligible to work                                                                                    |

CA/AV: Invest: Lifeskills Lesson 22 - Identifying job resources; VA View, Previews; GOAL: Jobs - level 3



## WORKING IN THE USA 2: ON THE JOB LEVEL 350

**Developmental Reading:** See end of level for objectives. Problem Solving, p. 53-57; Far From Home (1st ed.) unit 6; Communication Skills That Work 1, p. 24

**Developmental Writing:** See end of level for objectives. Put it In Writing, p. 60-61; More Picture Stories, units 3, 11 (visuals)

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                                 | FUNCTIONS & SAMPLE LANGUAGE                                                                                                                                       | RESOURCES                                                                                                                                                                                                                                             | INTEGRATION                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. Give and follow multiple step instructions.                                                                             | Instruct/respond to instructions:<br>First, you need to ...<br>Then, you should...                                                                                | <u>Working In English 2</u> , units 9 and 10<br><u>Reading Skills That Work 1</u> , units 11, 12<br><u>Communication Skills That Work 1</u> , unit 1, lesson 4<br><u>Expressways 2</u> , p. 72, 78<br>English Works Video: Responding to Instructions | Transportation: directions<br><br>Structures:<br>Modals<br>Sequence markers                                |
| 2. Ask for clarification.                                                                                                  | Make/respond to requests - clarification:<br>I don't understand what you're saying.<br>Do you mean ...?<br>I'm not following you.                                 | <u>Breaking the Ice</u> , p. 25-29 (T)<br><u>Working In English 2</u> , Ch. 10<br><u>ETC 4 Grammar</u> , p. 159-60<br><u>Expressways 2</u> , p. 184-85<br><u>Moving On</u> , p. 50-54 (T)<br>English Works Video: Asking for Clarification            | Structure: Present Continuous<br><br>Cross-culture: asking for clarification                               |
| 3. Request a change in schedule orally and/or in writing (eg. leaving early, shift change, sick leave, vacation, time off) | Seek permission:<br>Is it all right if I ...?<br>Could I possible have a few days off?<br>The reason I need it is...<br>I would like to leave early because...    | <u>Expressways 1</u> , p. 114-115<br><u>Expressways 2</u> , p. 114-115<br><u>Problem Solving</u> , p. 93.<br><u>Working In English 2</u> , Ch. 14<br>English Works Video: Asking for a Schedule Change                                                | Health: letters<br>Structures: Modals, because<br>Cross-culture: acceptable requests and reasons           |
| 4. Identify safety and emergency regulations.                                                                              | Report info: condition, cause/effect<br>This product is flammable.<br>In case of fire, ...<br>Give/respond to warning:<br>Don't touch...<br>You'd better wear ... | <u>Working In English 2</u> , Ch. 13<br><u>ETC 4 Grammar</u> , p. 161-162<br><u>Expressways 1</u> , p. 154-155<br>English Works Video: Safety on the Job<br><br>Safety and emergency manuals from students' jobs                                      | Getting Started: emergencies<br>Health: health hazards/safety<br><br>Structures: Imperatives<br>Had better |

| WORKING IN THE USA LEVEL 350                                                                                                                |                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                   | RESOURCES                                                                                                                                                                                                | INTEGRATION                                                                                       |
| 5. Apologize and respond to apology at work.                                                                                                | Express/respond to apologies:<br>I'd like to apologize for...<br>I'm sorry I was late because...<br>That's O.K. It's no problem.                | <u>The Working Culture 1</u> , Ch. 5<br><u>Expressways 1</u> , p. 112, 113<br><u>Expressways 2</u> , p. 77, 112, 113<br><u>Working In English 2</u> , Unit 11<br><u>ETC 4 Listening/Speaking</u> , Ch. 3 | Health: letter of absence<br><br>Structures:<br>Gerunds/Infinitives<br>Because                    |
| 6. Respond to oral or written praise and criticism.                                                                                         | Respond to complaints/compliments:<br>Thank you for saying so.<br>I'm glad you liked it.<br>I appreciate your telling me.<br>I will try harder. | <u>Expressways 1</u> , p. 78<br><u>Expressways 2</u> , p. 150-155<br><br>English Works Video: Dealing with Mistakes                                                                                      | Structures:<br>Gerunds<br><br>Cross-culture: appropriate ways to respond to praise and criticism. |
| 7. Offer and respond to suggestions.                                                                                                        | Express advice:<br>May I offer a suggestion?<br>I think we should ...                                                                           | <u>Expressways 1</u> , p. 157<br><u>Expressways 2</u> , p. 157                                                                                                                                           | Structures:<br>Modals                                                                             |
| 8. Given a work-related issue, identify the problem(s), possible solutions, and consequences.                                               | Express advice:<br>I think you should...                                                                                                        | <u>Problem Solving</u> , Unit 4, #3<br><u>Job Discrimination Curriculum (MIRA)</u><br><br>Student generated issues                                                                                       | Legal: problem solving                                                                            |
| CA/AV: <u>VA View</u> ; <u>Previews</u> ; <u>GOAL</u> : On the Job (Levels 2-3 & appropriate vocabulary); <u>English Works Video Series</u> |                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                   |

## WRITING DEVELOPMENT - 350

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development.)

**LEVEL OBJECTIVE:** To write a paragraph.

**VARIABLES:**

- a familiar topic
- chronological and/or descriptive
- level appropriate

The goal for writing development at 350 is to reach level 450. See entry level descriptions.

**EVALUATION CRITERIA:**

- communicates ideas to readers
- elaborates ideas
- correct word order
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### WRITING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Brainstorm on a variety of topics  
 Select and organize ideas for a topic  
 Write a topic sentence  
 Organize topic in logical sequence  
 Write supporting sentences  
 Elaborate on ideas  
 Use and edit for basic internal and end punctuation as well as capitalization  
 Edit for grammar:

- affixes (-s, -ed, -er, -est, -ing, -ment)
- pronouns (subject and object)
- possessive adjectives and quantifiers
- verb tenses (simple present, simple past)
- word order (subject+verb+object)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

The Writing Challenge  
Basic Writing  
Composition Practice: Book 2  
Write from the Start  
Lifeskills Writing Exercise Book  
ETC 2 Reading/Writing  
ETC 3 Reading/Writing

## READING DEVELOPMENT - 350

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Reading Development).

**LEVEL OBJECTIVE:** To read non-simplified material.

**VARIABLES:**

- familiar topics
- with/without visual aids
- level appropriate

The goal for reading development for this level is to reach level 450. See entry level descriptions.

**EVALUATION CRITERIA:**

- answer questions orally and in writing (factual, some inference)
- scan text to locate information to answer questions
- retell story orally
- paraphrase main idea of story

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING:

Make predictions from titles, subtitles, and headlines  
 Skim and identify main idea of short readings  
 Scan text for specific information  
 Deduce word meanings using surrounding text and connectors  
 Use punctuation cues to assist comprehension  
 Distinguish between fact and opinion statements

#### VOCABULARY:

Deduce meaning of compound words and words with basic prefixes and suffixes  
 Categorize vocabulary based on content schemata

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

News For You  
More True Stories  
Even More True Stories  
Reading Skills that Work 2  
ETC 2 Reading/Writing  
ETC 3 Reading/Writing  
Working Culture 2  
Our Own Stories

Teacher resources:  
Making the Most of News for You

| STRUCTURES-350                                                                                                                |                                                            |                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                                                                                                                    | UNITS                                                      | RESOURCES                                                                                                                                                                                  |
| <b>ADJECTIVES/PRONOUNS:</b><br>comparative<br><br><br>indefinite (much, many)<br><br>superlative                              | Consumerism, Getting Started, History, Holidays            | <u>ETC Grammar 3</u> ; p. 110<br><u>ETC Grammar 4</u> ; p. 124<br><u>Grammarwork 2</u> ; p. 73-76<br><u>Grammarwork 3</u> ; p. 61-63<br><u>Side by Side 2</u> ; p. 36-43, 49-50, 52, 67-68 |
|                                                                                                                               | Getting Started                                            | <u>Grammarwork 2</u> ; p. 9<br><u>Side by Side 2</u> ; p. 12-13, 19, 99                                                                                                                    |
|                                                                                                                               | Consumerism, Getting Started                               | <u>ETC Grammar 3</u> ; p. 95, 110<br><u>ETC Grammar 4</u> ; p. 124<br><u>Grammarwork 2</u> ; p. 77-79<br><u>Side by Side 2</u> ; p. 46-33                                                  |
| <b>ADVERBIALS:</b><br>cause/reason<br><br>means (quickly, slowly)<br><br><br>sequence markers (first, then)<br><br>when/while | History, Media, Work                                       |                                                                                                                                                                                            |
|                                                                                                                               | Telephone                                                  | <u>Grammarwork 2</u> ; p. 23<br><u>Side by Side 2</u> ; p. 67-68                                                                                                                           |
|                                                                                                                               | Legal, Work                                                |                                                                                                                                                                                            |
|                                                                                                                               | Finding Work                                               | <u>ETC Grammar 4</u> ; p. 46-48<br><u>Grammarwork 3</u> ; p. 80-83<br><u>Side by Side 2</u> ; p. 14-15                                                                                     |
| <b>ARTICLES:</b><br>definite                                                                                                  | Civics, Health                                             | <u>ETC Grammar 4</u> ; p. 89<br><u>Grammarwork 4</u> ; p. 8-16                                                                                                                             |
| <b>CONDITIONAL CLAUSES:</b><br>real present                                                                                   | Civics, Finding Work, Getting Started, Health, Legal, Work | <u>ETC Grammar 4</u> ; p. 149                                                                                                                                                              |
| <b>CONJUNCTIONS:</b><br>but                                                                                                   | Civics, Consumerism                                        | <u>Grammarwork 4</u> ; p. 72-74<br><u>Side by Side 3</u> ; p. 129-131                                                                                                                      |
| <b>MODAL VERBS:</b><br>can<br><br>could<br><br><br>may/might<br><br><br>must/have to                                          | Civics, Consumerism                                        |                                                                                                                                                                                            |
|                                                                                                                               | Consumerism, Telephone, Work                               | <u>ETC Grammar 3</u> ; p. 45-55<br><u>ETC Grammar 4</u> ; p. 19-21<br><u>Grammarwork 4</u> ; p. 60-61<br><u>Side by Side 2</u> ; p. 86-89, 92-93                                           |
|                                                                                                                               | Media, Telephone, Work                                     | <u>ETC Grammar 4</u> ; p. 33-35<br><u>Grammarwork 2</u> ; p. 64<br><u>Grammarwork 3</u> ; p. 86                                                                                            |
|                                                                                                                               | Civics, Getting Started, Health                            | <u>ETC Grammar 3</u> ; p. 52-55<br><u>ETC Grammar 4</u> ; p. 36-39<br><u>Grammarwork 2</u> ; p. 70-72<br><u>Grammarwork 3</u> ; p. 83-85<br><u>Side by Side 2</u> ; p. 99                  |



| STRUCTURES-350                                                                                                                                                                   |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                                                                                                                                                                       | UNITS                                                                                                                                                                                                                     | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>MODAL VERBS: (cont.)</b><br>should<br><br>would like (noun, to)<br><br>would rather/prefer                                                                                    | Finding Work, Getting Started, Health, Legal<br><br>Getting Started, Health, Telephone, Transportation, Work<br><br>Consumerism, Finding Work                                                                             | <u>ETC Grammar 3</u> ; p. 52-55<br><u>ETC Grammar 4</u> ; p. 36-39<br><u>Grammarwork 3</u> ; p. 81-82<br><u>Side by Side 2</u> ; p. 39-41, 70, 102-103<br><br><u>ETC Grammar 3</u> ; p. 47-49<br><u>Grammarwork 2</u> ; p. 65, 67, 69<br><u>Side by Side 2</u> ; p. 21, 31<br><br><u>ETC Grammar 3</u> ; p. 47-49<br><u>Grammarwork 3</u> ; p. 87, 88                                               |
| <b>PREPOSITIONS:</b><br>place<br><br>time                                                                                                                                        | Getting Started, Legal<br><br>Legal, Media                                                                                                                                                                                | <u>ETC Grammar 4</u> ; p. 107<br><u>Grammarwork 3</u> ; p. 20<br><u>Side by Side 2</u> ; p. 56-63<br><br><u>Grammarwork 2</u> ; p. 7<br><u>Grammarwork 3</u> ; p. 21                                                                                                                                                                                                                                |
| <b>THERE IS/THERE ARE:</b>                                                                                                                                                       | Getting Started                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>VERBS:</b><br>future (will, going to)<br><br>imperative<br><br>past continuous<br>present continuous<br>present perfect (continuous)<br><br>simple past<br><br>simple present | Getting Started, Media, Telephone<br><br>Consumerism, Getting Started, Health, Legal, Telephone, Transportation, Work<br><br>Health, Transportation<br>Health, Transportation<br>Health<br><br>All Units<br><br>All Units | <u>ETC Grammar 3</u> ; p. 78<br><u>ETC Grammar 4</u> ; p. 61<br><br><u>ETC Grammar 3</u> ; p. 6<br><br><br><br><br><u>ETC Grammar 3</u> ; ch. 10<br><u>ETC Grammar 4</u> ; ch. 5<br><u>Side by Side 3</u> ; ch. 4 & 5<br><br><u>ETC Grammar 3</u> ; p. 15, 20, 37<br><u>Side by Side 1</u> ; ch. 15, 16<br><u>Side by Side 2</u> ; ch. 1<br><br><u>ETC Grammar 3</u> ; p. 15, 20, 37, 58, 73        |
| <b>QUESTIONS:</b><br>wh<br><br>yes/no<br><br>embedded                                                                                                                            | All Units<br><br>Consumerism, Finding Work, Getting Started, Legal, Telephone, Transportation<br><br>Consumerism, Health, Legal, Telephone, Transportation, Work                                                          | <u>ETC Grammar 3</u> ; ch. 1, 2<br><u>Grammarwork 2</u> ; p. 1, 9, 22, 25, 27, 35, 52<br><u>Side By Side 1</u> ; p. 130, 140<br><u>Side By Side 2</u> ; p. 69<br><br><u>Grammarwork 2</u> ; p. 34, 54, 89<br><u>Grammarwork 3</u> ; p. 52, 57<br><u>Side by Side 1</u> ; Unit 10 & 16<br><br><u>ETC Grammar 3</u> ; p. 151-158<br><u>ETC Grammar 4</u> ; p. 159<br><u>Side by Side 4</u> ; p. 31-44 |



# LEVEL 450

411

# ENTRY LEVEL DESCRIPTIONS: 450

**450 (High Intermediate):** Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LISTENING                                                                                                                                                                                                                                                                                                                                                                                                                                        | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Functions independently in most work situations and in routine social situations.</p> <p>Speaks fluently, but may have some hesitation.</p> <p>Communicates on the telephone on familiar topics. May need to repeat to be understood.</p> <p>May clarify general meaning by rewording in familiar contexts.</p> <p>Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control.</p> <p>Asks and responds to questions on a variety of subjects.</p> | <p>Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech.</p> <p>Understands most conversations on familiar topics in contact situations.</p> <p>Has some ability to understand in non-contact situations (e.g. telephone).</p> <p>Can understand and give simple telephone messages.</p> <p>Understands simple oral instructions, but may need repetition.</p> | <p>Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included.</p> <p>Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance.</p> <p>Has some ability to guess vocabulary in context.</p> <p>Can usually identify and sometimes paraphrase the main idea in simplified reading.</p> <p>May be able to identify the topic sentence in a paragraph.</p> <p>Needs assistance with some non-simplified materials (e.g. utility bills).</p> | <p>Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters.</p> <p>Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing.</p> <p>Has minimal skills in self-editing but may have some peer editing skills.</p> <p>Has some control of structures. Make few errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.</p> |

## REEP ESL PROGRESS REPORT: LEVEL 450

### Marking System:

+ = Achieved competency/function

√ = More practice needs

A = Absent

NC = Not covered

### Getting Started:

- \_\_\_ 1. Complete complex forms
- \_\_\_ 2. Use appropriate greetings and small talk
- \_\_\_ 3. Issue/respond to invitations
- \_\_\_ 4. Compare hometown to Arlington
- \_\_\_ 5. Describe relocation to U.S.
- \_\_\_ 6. Respond to school emergencies
- \_\_\_ 7. Ask/answer questions: school rules/policies
- \_\_\_ 8. Discuss future goals
- \_\_\_ 9. \_\_\_\_\_

### Civics/Government:

- \_\_\_ 1. Describe 3 levels of government/leaders
- \_\_\_ 2. Describe 3 branches of federal government
- \_\_\_ 3. Identify 3 parts of Constitution and purpose
- \_\_\_ 4. Compare rights/responsibilities of citizens
- \_\_\_ 5. Identify tax process and requirements
- \_\_\_ 6. Identify naturalization requirements
- \_\_\_ 7. Compare/contrast U.S./native government
- \_\_\_ 8. \_\_\_\_\_

### Consumerism:

- \_\_\_ 1. Request information: major purchase
- \_\_\_ 2. Write a complaint letter
- \_\_\_ 3. Request information: loans
- \_\_\_ 4. Complete loan application
- \_\_\_ 5. Ask/answer questions: free time activities
- \_\_\_ 6. Complete forms: free time activities
- \_\_\_ 7. \_\_\_\_\_

### Health:

- \_\_\_ 1. Describe illness/injury
- \_\_\_ 2. Complete medical forms
- \_\_\_ 3. Ask for/give advice: health problems
- \_\_\_ 4. Express sympathy
- \_\_\_ 5. Give advice: health habits and nutrition
- \_\_\_ 6. Inquire about health classes
- \_\_\_ 7. Inquire about health issues
- \_\_\_ 8. \_\_\_\_\_

### Holidays and Special Occasions:

- \_\_\_ 1. Identify importance of holiday
- \_\_\_ 2. Describe when/how to celebrate
- \_\_\_ 3. Identify historic events
- \_\_\_ 4. Compare U.S. and native country
- \_\_\_ 5. \_\_\_\_\_

### Legal Services:

- \_\_\_ 1. Identify resources
- \_\_\_ 2. Identify assistance: telephone recording
- \_\_\_ 3. Request assistance
- \_\_\_ 4. State rights and responsibilities
- \_\_\_ 5. Identify problems, solutions, consequences
- \_\_\_ 6. Complete incident report
- \_\_\_ 7. \_\_\_\_\_

### Media:

- \_\_\_ 1. Make predictions
- \_\_\_ 2. Identify fact and opinion

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Level: \_\_\_\_\_

Start Date: \_\_\_\_\_

Type: \_\_\_\_\_

### Media: (cont)

- \_\_\_ 3. Summarize a news item
- \_\_\_ 4. State opinion
- \_\_\_ 5. Ask/answer questions: activities
- \_\_\_ 6. Identify product, audience, message
- \_\_\_ 7. Compare print to radio/TV: news coverage
- \_\_\_ 8. \_\_\_\_\_

### Telephone/Communication:

- \_\_\_ 1. Take/leave phone messages
- \_\_\_ 2. Respond to wrong number
- \_\_\_ 3. Report information: recorded messages
- \_\_\_ 4. Request information
- \_\_\_ 5. Accept/decline invitations
- \_\_\_ 6. Compare long distance phone plans
- \_\_\_ 7. Locate names/numbers in phone book
- \_\_\_ 8. \_\_\_\_\_

### Transportation:

- \_\_\_ 1. State route of specific destination
- \_\_\_ 2. Ask for/give directions
- \_\_\_ 3. Complete drivers' license application
- \_\_\_ 4. Identify traffic laws and signs
- \_\_\_ 5. Ask/answer questions: traffic violation
- \_\_\_ 6. Report an accident
- \_\_\_ 7. Complete an accident report
- \_\_\_ 8. Describe a problem/request service
- \_\_\_ 9. \_\_\_\_\_

### U.S. History: Period: \_\_\_\_\_

- \_\_\_ 1. Describe major events
- \_\_\_ 2. State causes and effects
- \_\_\_ 3. Compare/contrast with native country

### Working in the U.S. 1: Finding Work:

- \_\_\_ 1. Identify obstacles: finding work
- \_\_\_ 2. Interpret want ads/job announcements
- \_\_\_ 3. Fill out applications
- \_\_\_ 4. Write simplified resume
- \_\_\_ 5. Make appointment for interview
- \_\_\_ 6. Ask/answer questions: job interview
- \_\_\_ 7. Write thank-you note after interview
- \_\_\_ 8. Conduct follow-up call after interview
- \_\_\_ 9. \_\_\_\_\_

### Working in the U.S. 2: On the Job:

- \_\_\_ 1. Give/follow instructions
- \_\_\_ 2. Ask/respond to requests: clarification
- \_\_\_ 3. Give/respond to praise
- \_\_\_ 4. Ask for promotion/raise
- \_\_\_ 5. Respond to apologies/apologize
- \_\_\_ 6. Report health and safety issues
- \_\_\_ 7. Identify problems, solutions, consequences
- \_\_\_ 8. \_\_\_\_\_

### Writing Level Objective:

\_\_\_ Write paragraphs

### Reading Level Objective:

\_\_\_ Read non-simplified texts

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair*, *satisfactory*, *good*, or *excellent*.

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

|                                                                         | INDEX OF FUNCTIONS: LEVEL 450 |        |      |        |      |       |       |      |       |            |              |      |
|-------------------------------------------------------------------------|-------------------------------|--------|------|--------|------|-------|-------|------|-------|------------|--------------|------|
|                                                                         | Get<br>Start                  | Civics | Cons | Health | Holl | Legal | Media | Tele | Trans | US<br>Hist | Find<br>Work | Work |
| <b>Seek &amp; Report Information</b>                                    |                               |        |      |        |      |       |       |      |       |            |              |      |
| Capability                                                              |                               |        |      |        |      |       |       |      |       |            | *            | *    |
| Cause/effect                                                            | *                             |        |      |        |      |       |       |      |       | *          |              |      |
| Description (color, size, condition, etc)                               | *                             | *      | *    | *      | *    |       |       | *    | *     |            |              | *    |
| Location/direction                                                      |                               |        | *    | *      |      | *     | *     | *    | *     |            |              |      |
| Objects/signs/symbols                                                   |                               |        |      |        |      |       |       |      | *     |            | *            |      |
| Quantity/price                                                          |                               |        | *    | *      |      |       | *     | *    | *     |            |              |      |
| Self/others                                                             | *                             | *      |      | *      | *    | *     |       | *    | *     | *          | *            |      |
| Time/chronological information                                          | *                             | *      | *    | *      | *    | *     | *     | *    | *     | *          |              | *    |
| <b>Make/Respond to Requests for Clarification</b>                       |                               |        |      |        |      | *     |       | *    | *     |            |              | *    |
| <b>Express &amp; Inquire about Opinions, Attitudes</b>                  |                               |        |      |        |      |       |       |      |       |            |              |      |
| Likes/preference/satisfaction/compliments                               | *                             |        | *    |        |      | *     | *     | *    |       |            |              | *    |
| Needs/wants/intentions                                                  | *                             |        | *    |        |      | *     |       | *    |       |            | *            |      |
| Regrets/apologies/sympathy                                              |                               |        |      | *      |      |       |       |      |       |            |              | *    |
| Gratitude/surprise                                                      |                               |        |      |        |      |       |       |      |       |            | *            |      |
| Complaints                                                              |                               |        | *    |        |      |       |       |      |       |            |              |      |
| Opinions                                                                |                               |        | *    |        |      | *     | *     |      |       |            |              |      |
| <b>Express/inquire about conditions<br/>(health, pain, worry, mood)</b> |                               |        |      | *      |      |       |       |      |       |            |              |      |

| INDEX OF FUNCTIONS: LEVEL 450                        |              |        |      |        |      |       |       |      |       |            |              |      |
|------------------------------------------------------|--------------|--------|------|--------|------|-------|-------|------|-------|------------|--------------|------|
|                                                      | Get<br>Start | Civics | Cons | Health | Holl | Legal | Media | Tele | Trans | US<br>Hist | Find<br>Work | Work |
| <b>Make &amp; Respond to Directives:</b>             |              |        |      |        |      |       |       |      |       |            |              |      |
| Advise, ask; and instruct s.o. to do sth/seek advice | *            |        |      | *      |      | *     |       | *    |       |            | *            | *    |
| Respond to instructions/directives                   | *            |        |      |        |      |       |       |      |       |            |              | *    |
| Request assistance                                   |              |        |      |        |      | *     |       |      |       |            |              |      |
| Give/seek permission                                 | *            |        |      |        |      |       |       |      |       |            |              | *    |
| Give/respond to correction/warning                   |              |        |      |        |      |       |       |      |       |            |              | *    |
| Make/respond to invitations                          | *            |        |      |        |      |       | *     | *    |       |            |              |      |



## RESOURCES: LEVEL 450

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.*

### TEXT

44+ Ways to Use Answering Machines  
Ability to Risk  
All Sides of the Issue  
America's Story 1 & 2  
American Government:  
    Freedom, Rights, Responsibilities  
Americana Articles 1  
Basic Writing  
Basics in Reading  
Becoming a Writer  
Book of Forms  
Business Correspondence:  
    Letters, Faxes, Memos  
By the People, For the People  
Can We Talk?  
Champions of Change: Famous Black  
    Americans  
Champions of Change: Famous Hispanic  
    Americans  
Communication Skills that Work 1 & 2  
Competency in English  
Composition Practice: Book 2  
Consider the Issues  
Contact U.S.A.  
Content Area ESL

Culturally Speaking  
ESL for Action  
ETC 3, 4, 5, 6 (All Texts)  
Even More True Stories  
Expressways 2 & 3  
Expressways 2 & 3 Workbooks  
Fitting In  
Get It? Got It!  
Getting Along in English  
Getting Together  
Grammar in Use  
Grammarwork 2, 3, 4  
Great Ideas  
Handbook for Citizenship  
Highlights of American History  
How to Use the Newspaper  
How to Use the Telephone Book  
How to Use the Classroom Ads  
Input/Output (T)  
Invest Reading 4 & 5  
Invest: You Can Win the Advertising Game  
Invest: Job Hunt  
Invest: Buyer Beware, Buyer Be Wise  
It's Time to Talk  
It's Up to You (T)

It's Yours: The Bill of Rights  
Job Discrimination Curriculum: (MIRA)  
Lifelines 4  
Lifeskills Reading  
Lifeskills Writing  
Lifeskills Writing Exercise Book  
Listen For It (T)  
Listening Tasks (T)  
Look at the USA 1 & 2  
Look Who's Talking  
Making the Most of News For You  
May I Help You? (T)  
More Recipes for Tired Teachers  
Multicultural Workshop  
Newspapers  
Night and Day  
Non-Stop Discussion Book  
On a Roll  
Please Write  
Problem Solving  
Purple Cows & Potato Chips  
Put it in Writing  
Read Right!  
Reading Skills That Work 2  
Reading to Write

## RESOURCES: LEVEL 450

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.*

### TEXT (cont.)

Real-Life English 4  
Say It Naturally (T)  
Side by Side 2, 3, 4  
Skill Building With Newspapers  
Skills Sharpeners 3 & 4  
Speaking Up at Work  
Springboards  
Start Writing  
Strategies in Listening (T)  
Step Into Writing  
Taking Off  
Think Twice Communication Activities  
Trial by Jury  
Tuning In To Spoken Messages (T)  
U.S.A.: Customs and Institutions  
Using the Newspaper in the  
    ESL Classroom  
Variations  
Way to US Citizenship  
Working in English 2  
Working Culture 2  
Write from the Start  
Write It Right  
Writing Book: English in Everyday Life  
Yesterday and Today in the USA

### VIDEO

English Works Series

### CAI/AV

Compton's Multi-media Encyclopedia  
Goal  
Invest  
MECC Dataquest  
PC Globe  
PC USA  
Prodigy  
Virginia View  
Where in the World is Carmen San Diego?

### OTHER

News For You  
U.S.A. Today

(T) = Tape available

**INSTRUCTIONAL UNITS: 450**

## GETTING STARTED LEVEL 450

**COURSE NEEDS ASSESSMENT:** See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

**Developmental Reading:** See end of level for objectives. Even More True Stories, Units 3, 7; Variations, Ch. 2, 12; Multicultural Workshop, Unit 1

**Developmental Writing:** See end of level for objectives. Put It in Writing, p. 12, 38; Please Write, Unit 18; Multicultural Workshop, Unit 1; Springboards, p. 55

| OBJECTIVES                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                         | RESOURCES                                                                                                                                                                                                                                                  | INTEGRATION                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Complete complex forms (see resources and integration for possible contexts). |                                                                                                                                                                                                                                                                       | <u>ETC 3 Reading/Writing</u> , p. 12-13<br>Census Forms<br>Change of Address Forms                                                                                                                                                                         | Legal, health, work: forms<br>Consumerism: loan                                                                                                                                                                                                                               |
| 2. Given social situations, use appropriate greetings and small talk.            | Seek/report info: self/others:<br>Hi! How's the family?<br>Hello! How are you doing?<br>I haven't seen you for a long time.<br>Where/how have you been?<br>I've been working 2 jobs.<br>I'd like to introduce you to...<br>This is my ...<br>(It's) nice to meet you. | <u>Variations</u> , Ch. 2, 12<br><u>Expressways 3</u> , Ch. 1<br><u>Competency in English</u> Ch. 1<br><u>Lifelines 4</u> , Units 1 and 2<br><u>It's Time to Talk</u> , p. 22, 124                                                                         | Finding Work: phone, interviews<br>Telephone: messages, invitations<br><br>Structures: Various tenses<br>Wh questions<br>Cross-culture: use of first/last names, and titles; body language (comfortable speaking distance between people, hand shaking, kissing, eye contact) |
| 3. Given social invitations, issue and respond, orally and in writing.           | Make/respond to: invitations:<br>Would you like to go shopping on...?<br>Thanks, but I have to study.<br>Thank you for asking me. What time will the dinner begin?                                                                                                    | <u>ETC 3 Reading/Writing</u> , p. 99-101<br><u>Competency in English</u> Ch. 1-2<br><u>Fitting In</u> , Ch. 3<br><u>Lifelines 4</u> , Unit 2<br><u>Listen for It</u> , Unit 5 (T)<br><u>Expressways 3</u> , p. 98-102<br><u>It's Time to Talk</u> , p. 190 | Finding Work: thank you notes<br><br>Structures: But, would like<br><br>Cross-culture: refusing invitations, who and what to bring, promptness                                                                                                                                |
| 4. Compare hometown to Arlington, orally and in writing.                         | Report Info: descriptive<br>Arlington is bigger than ...                                                                                                                                                                                                              | <u>Composition Practice 2</u> , unit 10<br><u>Basic Writing</u> , p. 28-35<br><u>It's Time to Talk</u> , p. 97                                                                                                                                             | Structures: Simple present<br>comparatives/superlatives                                                                                                                                                                                                                       |

# GETTING STARTED LEVEL 450

| OBJECTIVES                                                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                          | RESOURCES                                                                                                                                                  | INTEGRATION                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Describe experiences related to relocating in the U.S.                                                                  | Report info: self, chronological, cause/effect:<br>When I arrived in the U.S., I didn't speak very much English.<br>I had problems finding a place to live.                                                                                                                            | <u>Variations</u> , Ch. 5<br><u>ETC 3 Reading/Writing</u> , Ch. 1<br><u>Composition Practice 2</u> , Ch 10<br><u>Multicultural Workshop</u> , Unit 2, ch 4 | Structures:<br>Simple past<br>When clauses                                                                                                                               |
| 6. Respond to school's seasonal emergency procedures:<br>fire drills<br>tornado drills<br>snow policy                      | Instruct/respond to instructions:<br>Exit the class and go downstairs.<br>Don't forget to meet outside.<br>You must stay down in a tornado.<br>If it is snowing, listen to the radio.                                                                                                  | school emergency procedures                                                                                                                                | Work: safety, follow instructions<br>Structures: Imperatives<br>If clauses<br>Cross-culture: emergency procedures in native country                                      |
| 7. Ask and answer questions about school rules, policies, and appropriate classroom behavior in the US and native country. | Seek permission:<br>Is it OK to bring food to class?<br>Can I bring my child to school?<br>Give advice:<br>Children are not allowed in class.<br>In your country, are students expected to be on time?<br>You are expected to bring...<br>It is not polite to laugh at other students. | School orientation materials<br><br>Student-generated rules, policies, and behaviors                                                                       | Structures:<br>Yes/no questions<br>Be expected to<br>Be (not) allowed to<br>Be (not) polite to<br><br>Cross-culture: rules, policies, and appropriate classroom behavior |
| 8. Discuss future plans and goals.                                                                                         | Express preferences/intentions:<br>If I can get financial aid, I would like to study at college.<br>I will get a job in a hospital.<br>I want to learn English well so that I can get a better job.                                                                                    | <u>Problem Solving</u> , Unit 1, p. 22 (Tony and Antonio's Problem)<br><u>Variations</u> , Ch. 5<br><br>Needs Assessment Tools Chart in appendices         | Consumerism: class registration<br><br>Structures:<br>Future<br>If clauses: Conditional                                                                                  |
| CAVAV: <u>PC Globe</u> ; <u>PC USA</u>                                                                                     |                                                                                                                                                                                                                                                                                        |                                                                                                                                                            |                                                                                                                                                                          |

# **CIVICS/GOVERNMENT LEVEL 450**

**Developmental Reading:** See end of level for objectives. See resources below. Other: Handbook for Citizenship

**Developmental Writing:** See end of level for objectives. See resources below.

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                   | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                           | RESOURCES                                                                                                                                                            | INTEGRATION                                                                                                                                                               |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given the three levels of government, state the heads and responsibilities of each level. | Report info: descriptive:<br>_____ is the President.<br>He is the leader of our federal government.<br>_____ is Chairman of the Arlington County Board. | <u>Way to US Citizenship</u> , p. 97-99<br><u>By the People, For the People</u> , p. 103-107                                                                         | Holidays: Presidents' Day<br><br>Structure: Definite article<br>Simple present<br><br>Cross-culture: levels of government, current leaders, and responsibilities          |
| 2. Given the three branches of the federal government, state their functions and the powers. | Report info: descriptive:<br>The President is the head of the executive branch. He executes the laws.                                                   | <u>By the People, For the People</u> , p. 15-19, 35-39, 52-65, 71-75, 80-82<br><u>Way to US Citizenship</u> , p. 32-52, 56-58<br><u>Look at the USA 1</u> , p. 65-80 | Holidays: Presidents' Day<br><br>Structures: Definite article<br>Simple present<br><br>Cross-culture: responsibilities and powers of federal government in native country |
| 3. Identify the three parts of the Constitution and their purpose.                           | Report info: descriptive:<br>The articles of the Constitution describe the powers of the 3 branches.                                                    | <u>By the People, For the People</u> , p. 9, 20-25<br><u>Way to US Citizenship</u> , p. 29-31<br><u>Look at the USA 1</u> , p. 61-64, 83-86.                         | History: America's Fight for Freedom<br><br>Structures: Simple present<br>Definite article<br><br>Cross-culture: important documents in native country                    |



# CIVICS/GOVERNMENT LEVEL 450

| OBJECTIVES                                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                  | RESOURCES                                                                                                                                               | INTEGRATION                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Compare rights and responsibilities of US citizens to native country.                                          | Report info: self:<br>In the US, you have to ...;however, in my country, ...                                   | <u>By the People, For the People</u> , p. 127-131                                                                                                       | Legal: rights and responsibilities<br><br>Structures:<br>Simple present<br>Have to<br>However                                                 |
| 5. Identify local, state, and federal taxation requirements and process for paying taxes.                         | Report info: descriptive:<br>In Arlington, you must pay personal property taxes on your car by September 15th. | <u>By the People, For the People</u><br>p. 132-136<br><u>Look at the USA 1</u> , p. 91-94                                                               | Legal: rights and responsibilities<br><br>Structures: Simple present<br>Must, have to<br><br>Cross-culture: taxation in native country        |
| 6. Identify requirements for naturalization.                                                                      | Report info: chronological, descriptive<br>First, you get an application from the INS. Then, you ....          | <u>The USA: Customs and Institutions</u> ,<br>p. 269-277<br><u>Handbook for Citizenship</u> , p. 10, 13-17<br><u>Way to US Citizenship</u> , p. 106-108 | Structures:<br>Sequence markers<br>Simple present<br><br>Cross-culture: requirements for naturalization in native countries; dual citizenship |
| 7. Given an aspect/aspects of government, compare and contrast U.S. government with government of native country. | Report info: self:<br>In my country, the federal government is divided into two parts. However, in the US...   |                                                                                                                                                         | Structures:<br>However<br>Simple present                                                                                                      |
| CA/AV: <u>PC USA</u> ; <u>PC Globe</u> ; <u>Prodigy</u> - Encyclopedia; <u>Compton's Multi-media Encyclopedia</u> |                                                                                                                |                                                                                                                                                         |                                                                                                                                               |

## CONSUMERISM    LEVEL 450

**Developmental Reading:** See end of level for objectives. Invest: Buyer Beware, Buyer Be Wise; Invest: You Can Win the Advertising Game; Expressways 3 Workbook B, p. 70-71; Even More True Stories, unit 8.

**Developmental Writing:** See end of level for objectives. Basic Writing, unit 7, p. 187, 191; Springboards p. 30

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                                        | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                                          | INTEGRATION                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given a major purchase, specify personal needs and request information. (Possible contexts: house, car, furniture, appliances) | Express needs:<br>I need a new, room air conditioner.<br><br>Seek info: price, condition:<br>How old is the car?<br>How many miles does it get/have?<br>What kind of payment plan can I get?<br>How much does it cost? | <u>Expressways 2</u> , p. 68<br><u>ETC 6 Reading/Writing</u> , Ch. 6<br><u>Competency in English</u> , Ch. 7<br><u>Lifelines 4</u> , unit 4<br><u>Skill Sharpeners 4</u> , p. 54-55<br><br>Brochures                                               | Media: commercials/ads<br><br>Structures:<br>Wh questions<br>Modals<br><br>Cross-culture: getting a good buy: bargaining, sales; types of advertising |
| 2. Write a business letter of complaint.                                                                                          | Express complaints:<br>I received a damaged product and would like my money back.                                                                                                                                      | <u>ETC 4 Reading/Writing</u> , Ch. 5.<br><u>ETC 6 Reading/Writing</u> , p. 82-84<br><u>Think Twice</u> , p. 71-72<br><u>Business Correspondence: Letters, Faxes, &amp; Memos</u> , unit 5A<br><u>Communication Skills that Work 2</u> , p. 126-127 | Transportation: describe problems<br><br>Structures:<br>Simple past<br>Would like<br><br>Cross-culture: how complaints are made in native country     |

| CONSUMERISM LEVEL 450                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                           | INTEGRATION                                                                                                                                                                                                                                                                                    |
| 3. Request information about loans.                                                                                                                                                                                                     | Express needs:<br>Could you tell me about...<br><br>Seek information: descriptive<br>How do I apply for a loan?<br>How long will it take for approval?                                                                                                                                                                                         | <u>Lifelines 4</u> , unit 3<br><u>Expressways 2</u> , p. 135<br><br>Bank brochures                                                                                                                                                                  | Telephone: request info<br><br>Structures:<br>Wh questions<br><br>Cross-culture: purchases made with loans                                                                                                                                                                                     |
| 4. Fill out a loan application.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                | <u>Lifelines 4</u> , p 18-20<br><br>Bank loan applications                                                                                                                                                                                          | Getting Started: forms                                                                                                                                                                                                                                                                         |
| 5. Ask and answer questions about educational, health, and recreation activities, eg. classes, health clubs, sports, etc.                                                                                                               | Express need:<br>I'd like information about...<br><br>Seek/report info: price, time, location<br>When do classes begin?<br>How much does...cost?<br>Can you tell me when...?<br>Which class is the best?<br>This one is cheaper.<br>This one is better because...<br><br>Express opinion/preference:<br>I think this one is the best because.. | <u>Lifelines 4</u> , p. 70-72<br><u>Listening Tasks</u> , Unit 10 (T)<br><u>It's Time to Talk</u> , p. 47, 77<br><br>Arlington Adult Education Schedule<br>Arlington Recreation Catalog<br>Health club advertisements and brochures<br>Yellow pages | Getting Started: future goals<br>Health: good health habits<br>Media: entertainment guide<br><br>Structures: Because<br>Questions: wh & yes/no & embedded<br>Comparatives/superlatives<br>Modal: can<br><br>Cross-culture: free-time activities, attitudes on aging, exercising, weight, diets |
| 6. Complete forms to register for a class, sport, or health club.                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                | Applications: Arlington Adult Education<br>Arlington Recreation<br>local health clubs                                                                                                                                                               | Getting Started: forms                                                                                                                                                                                                                                                                         |
| <b>CA/AV:</b> <u>Invest:</u> Lifeskills- Buying a Used Car (3-9), Consumer Protection(43), How to Use Credit (18), Checking Account (38), Letter of Complaint (Tier 2 - 233, 234);<br><u>Goal Reading:</u> Level 3 - Inferences, mixed. |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                |

## HEALTH LEVEL 450

**Developmental Reading:** See end of level for objectives. Even More True Stories, unit 3, 5; Problem Solving, unit 5

**Developmental Writing:** See end of level for objectives. Write It Right, unit 10; Getting Together, p. 78-81; Springboards, p. 22-23

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                                                | INTEGRATION                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe an illness or injury to a doctor, colleague, friend, or boss.                     | Report info: self, chronological<br>I was walking down the hall when I slipped on some water.<br><br>Express condition:<br>I have been having trouble sleeping/breathing.      | <u>Reading Skills That Work 2</u> , p. 24.<br><u>Real Life English 4</u> , p. 95-96<br><u>Lifelines 4</u> , unit 9<br><u>Listen for it</u> , Unit 13 (T)                                                                                                                 | Work: health/safety<br><br>Structures: Simple past<br>Past continuous<br>When/while clauses<br>Present perfect<br><br>Cross-culture: when to see a doctor, preventative health care |
| 2. Complete medical forms, e.g. medical history, hospital admissions, workman's compensation. |                                                                                                                                                                                | medical forms<br>brochures describing workman's compensation and sick leave policies                                                                                                                                                                                     | Getting Started: forms<br><br>Cross-culture: workman's compensation, sick leave/disabilities policies                                                                               |
| 3. Ask for/give advice about for illnesses and health-related problems.                       | Ask for/give advice:<br>Do you know what to do for...?<br>I've had a cold for a week. What should I do?<br>You should take ....<br>Where can I get free, low cost health care? | <u>Getting Along in English</u> , unit 8<br><u>Night and Day 3</u> , unit 3<br><u>Expressways 2</u> , p. 52, 57<br><u>Expressways 2 Wbk A</u> , p. 59<br><u>Side by Side 3</u> , p. 103<br><u>Problem Solving</u> , p. 83-87, 88-92<br><u>Expressways 3</u> , p. 184-185 | Structures:<br>Present perfect<br>Should, can<br>Questions: wh & yes/no<br><br>Cross-culture: traditional medicines                                                                 |

# HEALTH LEVEL 450

| OBJECTIVES                                                                                                                                                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                   | RESOURCES                                                                                                                                                                                                                                                            | INTEGRATION                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Express sympathy for illness or loss.                                                                                                                                                                                   | Express regrets/sympathy:<br>I'm so sorry to hear...<br>That's too bad.<br>What a shame!<br>I hope you're feeling better soon.                                                                                                  | <u>Listen for It</u> , Unit 13 (T)<br><u>Expressways 3</u> , p. 11-13<br><u>Fitting In</u> , ch. 4<br><u>Say It Naturally</u> , ch. 10 (T)<br>Student generated sympathy cards                                                                                       | Cross-culture: dealing with illness and grief                                                                                                                       |
| 5. Give advice about good health habits and nutrition.                                                                                                                                                                     | Give advice:<br>You should exercise daily.<br>You had better see a doctor.<br>You ought to eat more vegetables.<br>You should quit smoking.                                                                                     | <u>Listen for It</u> , Unit 9 (T)<br><u>ETC 6</u> , (all books) Unit 2<br><u>Taking Off</u> , Unit 6 (T)<br><u>Real Life English 4</u> , unit 8<br><u>Real Life English 4 Wkbk</u> , unit 8<br><u>Getting Together</u> , p. 88-90<br><u>Night and Day 3</u> , unit 2 | Structures:<br>Modals: should, ought to, had better<br><br>Cross-culture: attitudes on weight, diets, exercise, smoking, drinking.                                  |
| 6. Inquire about local health classes, eg. CPR, first aid, exercise, diet.                                                                                                                                                 | Seek info: location, price<br>Can you tell me when the next first aid course will be?<br>How much does the class cost?<br>Do I have to buy books?<br>How long is the class?                                                     | Telephone Blue pages<br>Telephone Yellow pages<br>Brochures (hospitals, health maintenance organizations, adult education)<br><br>Student generated questions.                                                                                                       | Telephone: request info<br>Consumerism: sports classes<br><br>Structures:<br>Embedded questions<br>Yes/no & Wh-questions                                            |
| 7. Inquire about health-related problems, AIDS, child/spouse abuse.                                                                                                                                                        | Seek info: descriptive, self, others:<br>Can you tell me the symptoms of hepatitis?<br>Can I get AIDS from a mosquito bite?<br>What can I do to prevent getting the disease?<br>My friend's husband hits her. Who can help her? | <u>Problem Solving</u> : p.77-82<br><br>Brochures (local health department, Red Cross, TESOL AIDS Education Newsletter)                                                                                                                                              | Telephone: request information<br><br>Structures: Can<br>Questions: wh & yes/no<br><br>Cross-culture: AIDS myths, talking to children about sex and diseases, abuse |
| <b>CAVAV:</b> <u>Goal Reading</u> : Level 4 (On the Job - Inferences), Level 3, 4 (Staying Healthy); <u>Invest</u> Tier 2: Level 1, Lesson 94 (childhood poisons); <u>Invest</u> : Lifeskills Lesson 21 (Medical Services) |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                      |                                                                                                                                                                     |



## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 450

**Reading and Writing Development:** See end of level for objectives. See resources below.

**Needs Assessment:** Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to cover.

| OBJECTIVES                                                                                            | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                             | INTEGRATION                                               |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 1. State importance of holiday/special occasion.                                                      | Report info: descriptive:<br>We celebrate Memorial Day to remember the soldiers who fought for the United States.                                                         | Structures:<br>Simple present and past<br>Relative clause |
| 2. Describe how and when holiday/special occasion is celebrated.                                      | Report info: descriptive:<br>Americans often celebrate Independence Day with fireworks, picnics, and parades.                                                             | Structures:<br>Simple present<br>Adverbs of frequency     |
| 3. Identify major historical events relevant to the holiday/special occasion.                         | Report info: descriptive, chronological:<br>The Pilgrims landed at Plymouth Rock in 1620.                                                                                 | Structures:<br>Simple past                                |
| 4. Compare and contrast how a holiday or holidays are celebrated in the US and in the native country. | Report info: descriptive, self:<br>In my country, we don't celebrate Halloween, but children dress in costumes on ....<br>We celebrate more religious holidays than here. | Structures:<br>Simple present<br>But<br>Comparatives      |



## HOLIDAYS AND SPECIAL OCCASIONS LEVEL 450

| HOLIDAYS AND SPECIAL OCCASIONS                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Holiday's in Chronological Order:</u><br>New Year's<br>Inauguration Day<br>Martin Luther King's birthday<br>President's Day<br>Groundhog's Day<br>Valentine's Day<br>St. Patrick's Day<br>April Fools' Day<br>Memorial Day<br>Mother/Father's Day<br>Flag Day<br>Fourth of July<br>Labor Day | Halloween<br>Columbus Day<br>Election Day<br>Veteran's Day<br>Thanksgiving Day<br>Christmas<br><br><u>Other:</u><br>birthdays<br>marriages<br>births/deaths<br>Friday 13th<br>holidays in students' native countries | <u>Way to US Citizenship</u><br><u>Content Area ESL</u><br><u>Champions of Change: Famous Black Americans</u><br><u>Champions of Change: Famous Hispanic Americans</u><br><u>Taking Off (T)</u><br><u>America's Story 1 and 2</u><br><u>The USA: Customs and Institutions</u><br><u>Handbook for Citizenship</u><br><u>All Sides of the Issue</u><br><u>Variations</u><br><u>Multicultural Workshop</u><br><u>Springboards (Halloween)</u><br><br>Field trips: memorials, museums, National Archives, The Capitol, Arlington Cemetery |
| <b>CA/AV:</b> <u>PC USA</u> ; <u>PC Globe</u> ; <u>Prodigy</u> - encyclopedia; <u>MECC Dataquest</u> - Presidents; <u>Invest</u> Tier 2 reading - famous Americans                                                                                                                              |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## LEGAL SERVICES LEVEL 450

**Developmental Reading:** See end of level for objectives. ESL for Action: discrimination; Even More True Stories; Ch. 14. See content Problem Solving (Units depend on legal topic chosen); Trial by Jury

**Developmental Writing:** See end of level for objectives. Non-stop Discussion (Capital punishment) See content resources.

**How to use this unit:** The class selects the context or contexts within which to accomplish the lifeskills objectives. See suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Context resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose of this unit is to help students identify appropriate resources and to develop the language skills needed to seek and comprehend legal advice.

### Legal Contexts:

abuse (child abuse - ca, spouse abuse - sa)  
 consumer rights (cr)  
 crime prevention (cp)  
 court system (cs)  
 housing (h)  
 immigration (i)  
 job discrimination (jd), eg. document, national origin, sex discrimination)  
 local law (ll)  
 rights and responsibilities of US citizens (us)  
 state law (sl)  
 traffic law (tl)

### Context Resources:

Springboards, p. 19 (cs), p. 60 (tl)  
On a Roll, Unit 6 (h)  
It's Yours: The Bill of Rights (us)  
American Government: Freedom, Rights, Responsibilities, Unit 2,3,4 (us), (sl)  
ETC 5 (all books), Ch 5  
ETC 6 (all books), Ch 6, 9  
By the People, For the People, p. 127-131 (us)  
It's Time to Talk, p. 112 (cp)  
Job Discrimination Curriculum: MIRA (jd)  
 Arlington Information & Referral service (all)  
 Department of Motor Vehicles (tl)  
 Tenant/Landlord Commission (h)  
 Pamphlets  
 Guest Speakers: police, advocate attorneys, immigration  
 Field Trips: Arlington County Courthouse

| OBJECTIVES                                                                       | FUNCTIONS/SAMPLE LANGUAGE                                                  | RESOURCES                                                                                                        | INTEGRATION                 |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1. Given an information directory, identify resources for a legal issue/problem. | Express needs:<br>If I have a problem with _____, I need to contact _____. | Arlington County Directory<br>Telephone books<br><u>Springboards</u> , 42-43<br><u>It's Time to Talk</u> , p. 72 | Structures:<br>"If" clauses |

# LEGAL SERVICES LEVEL 450

| OBJECTIVES                                                                                                      | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                           | RESOURCES                                                                                                                                                                                                            | INTEGRATION                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 2. Given a telephone recording, identify type of assistance available, office hours, and location.              | Seek/report info: location, time:<br>The ____ handles ____.<br>The office is open ____.<br>The office is located ____.                                                                  | 44+ Ways to Use Answering Machines:<br>Recorded Messages                                                                                                                                                             | Telephone<br>Cross-culture: recordings                                                                              |
| 3. Given an appointment or telephone inquiry, request assistance and/or clarification.                          | Request Assistance:<br>I am having a problem with ____.<br>Can you help me?<br><br>Make/respond to requests: clarification:<br>I'm sorry. I didn't hear you. What number should I call? | Expressways 3, Unit 4                                                                                                                                                                                                | Telephone<br>Structures:<br>Simple present<br>Present continuous                                                    |
| 4. Given information from resources, state major rights and responsibilities.                                   | Report info: self:<br>I must not drink and drive.<br>I should report crimes immediately.<br>I have the right to an attorney.                                                            | Handbook for Citizenship, p. 64-71<br>Choices: It's Your Right, Units 6, 8<br>American Government: Freedoms, Rights, Responsibilities, Units 2, 3, 4<br>It's Yours: The Bill of Rights, (all)<br>Arlington brochures | Civics and Government: Rights<br>Structures: modal verbs<br>Cross-culture: rights and responsibilities of citizens. |
| 5. Given a legal issue, identify the problem(s), possible solutions, and consequences.                          | Express opinion:<br>I think the best solution is ____.<br>If you do that, ____.<br>Ask for/give advice:<br>What do you think I should do?<br>You should ____.                           | Problem Solving (Units depend on topics chosen)<br>Trial by Jury (T)<br><br>Student-generated problems                                                                                                               | Work: problem solving<br>Structures: If clauses<br>Cross-culture: approach to problem solving                       |
| 6. Given a legal issue, complete a written report, including necessary forms and a description of the incident. |                                                                                                                                                                                         | Choices: It's Your Right, Units 2, 7<br><br>Report forms (eg. accidents, crimes, discrimination)                                                                                                                     | Transportation: accident report                                                                                     |
| CAVAV: Goal: Reading Level 4: facts, mixed; Where in the World is Carmen San Diego?                             |                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                                                                     |

## MEDIA LEVEL 450

**Developmental Reading:** See end of level for objectives. Americana Articles 1, unit 3; Invest: Buyer Beware, Buyer Be Wise; Even More True Stories, Unit 3; Invest: You Can Win the Advertising Game; How to Use the Newspaper; How to Use the Classified Ads

**Developmental Writing:** See end of level for objectives. Invest: You can win the Advertising Game; Non-Stop Discussion Book, unit 22

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                          | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                | RESOURCES                                                                                                                                                                                                                                                                              | INTEGRATION                                                                                              |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. Make predictions using headlines, visuals, and subtitles.        | Seek/report info: location, time, others<br>Where does this article take place?<br>This article discusses the location of the next Olympics. | <u>Great Ideas</u> , unit 13 (T)<br><u>Newspapers</u> , p. 59, 85<br><u>Get It? Got It!</u> , p. 158-161, 161-162<br><u>ETC 5</u> (all books) Chapter 9<br><u>Making the Most of News For You</u> , Unit 2<br><u>Newspapers: News for You, USA Today</u>                               | All related topics<br><br>Structures:<br>Simple present<br>Cross-culture: newspapers in native countries |
| 2. Given a news article, identify fact and opinion.                 |                                                                                                                                              | <u>Skill Building with Newspapers</u> , unit 3<br><u>Invest Reading 4B, 5A, 5B: fact/opinion</u><br><u>Making the Most of News For You</u> , Unit 4<br><u>Using the Newspaper in the ESL Classroom: "Fact and Opinion"</u><br><u>Skill Sharpeners 4</u> , p. 64-65<br><u>USA Today</u> | All related topics<br><br>Cross-culture: role of editorials                                              |
| 3. Summarize a news item (TV and/or print) orally and in writing.   | Report info: chronological<br>This article is about...<br>It says...<br>First ...                                                            | <u>Making the Most out of News for You</u> , p. 6, 15, 18, 22-24<br><u>Newspapers</u> , p. 55<br><u>Newspapers: News For You, USA Today</u>                                                                                                                                            | All related topics<br>Structures:<br>Simple present<br>Sequence markers                                  |
| 4. Given a news commentary (TV, radio or print), state own opinion. | Express opinion:<br>I think ....<br>In my opinion,....                                                                                       | <u>Great Ideas</u> , unit 14 (T)<br><u>Expressways 3</u> , p. 141, 146-147<br><u>Ready to Write</u> , Ch. 6<br><u>Fitting In</u> , 182-188<br><u>Newspapers: News for You, USA Today</u><br>TV/radio commentaries                                                                      | All related topics<br><br>Cross-culture: talking about politics in native country                        |

## MEDIA LEVEL 450

| OBJECTIVES                                                                                                   | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                                                                                                                             | RESOURCES                                                                                                                                                                                                                                                                                                   | INTEGRATION                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Given an entertainment guide, ask and answer questions about local weekend activities.                    | <p>Make/respond to invitation:<br/> Would you like to...<br/> What about...<br/> I can't tonight.<br/> Maybe some other time.</p> <p>Seek/report info: time, location, price:<br/> When is the movie showing?<br/> Is there a good movie at ...?<br/> The concert begins at 8:30.</p> | <p><u>Skill Sharpeners</u> 4, p. 116-117<br/> <u>Great Ideas</u>, unit 8 (T)<br/> <u>Expressways</u> 3, p. 99</p> <p>Washington Post Weekend section</p>                                                                                                                                                    | <p>Consumerism: free time activities</p> <p>Structures:<br/> Questions: wh &amp; yes/no</p> <p>Cross-culture: leisure time in native country</p> |
| 6. Given a TV/radio commercial and/or print ad, identify product, audience and message (stated or unstated). | <p>Express opinions:<br/> I think that...<br/> I believe...<br/> I would (not) buy this because</p> <p>Express likes/dislikes:<br/> I like this one because...<br/> That one is too...</p>                                                                                            | <p><u>Multicultural Workshop</u>, Unit 3, ch. 4<br/> <u>It's Time to Talk</u>, p. 152<br/> <u>Skill Building with the Newspaper</u>, p. 71-79<br/> <u>ETC 6</u> (all books), Ch 6<br/> <u>Great Ideas</u>, unit 15 (T)</p> <p>TV commercials<br/> print ads<br/> In-language ads brought in by students</p> | <p>Consumerism: major purchases</p> <p>Structures:<br/> Because</p> <p>Cross-culture: advertising in native country.</p>                         |
| 7. Given news items from print and radio/TV, compare differences in coverage of information.                 | <p>Express opinions/attitudes:<br/> There are more details in the news article.<br/> The pictures are better on TV.</p>                                                                                                                                                               | <p><u>Newspapers</u>, p. 45</p> <p>TV news broadcasts<br/> Newspapers: USA Today, News For You</p>                                                                                                                                                                                                          | <p>All related topics</p> <p>Structures:<br/> Comparatives<br/> There is/are</p>                                                                 |
| CAVAV: Invest: Lifeskills #43 - Using Consumer protection tactics                                            |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                  |



## TELEPHONE/COMMUNICATION LEVEL 450

**Developmental Reading:** See end of level for objectives. Expressways 3 Workbook A, p. 24-25

**Developmental Writing:** See end of level for objectives. Springboards, p. 47; More Recipes For Tired Teachers, p. 34-35; Write from the Start, p. 20-21

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                              | RESOURCES                                                                                                                                                                                                                                                                                         | INTEGRATION                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Take/leave phone messages.                                                                                    | Express need/Ask someone to do something:<br>I'd like to speak to ...<br>May I please speak to...<br>Can I leave a message?<br>Would you please tell her that ...<br>Would you like to leave a message?<br>Make/respond to request: clarification:<br>What did you say your name was?<br>Did you say...<br>I didn't get that.<br>I said... | <u>44+ Ways to Use the Answering Machine</u> , #43-45<br><u>Communication Skills the Work 2</u> , units 8-9<br><u>Great Ideas</u> , p. 22 (T)<br><u>Write from the Start</u> , p. 44-45<br><u>Listen for It</u> , Unit 15 (T)<br><u>Expressways 2</u> , p. 124<br><br>message pads<br>teletrainer | Getting Started: small talk<br><br>Structures:<br>Polite questions<br><br>Cross-culture: ways people use phone: business, information, a way to "visit"<br>( <u>Culturally Speaking</u> , p. 124, 129) |
| 2. Respond appropriately to a wrong number.                                                                      | Report info: self/others:<br>There's no one here by that name.<br>I (You) must have the wrong number.<br>What number were you trying to call?<br>.... doesn't have this number anymore.                                                                                                                                                    | <u>Expressways 2</u> , p. 19<br><u>Culturally Speaking</u> , p. 120-122<br><br>teletrainer                                                                                                                                                                                                        | Structures:<br>Must have<br>Past continuous                                                                                                                                                            |
| 3. Report information from recorded messages (operator, informational messages, answering machines, voice mail). | Report info: descriptive, condition:<br>The operator said that the number has been disconnected.<br>Your teacher called. She wants you to call her back.<br>The movie begins at 8 p.m.                                                                                                                                                     | <u>44+ Ways to Use the Answering Machine</u> , various activities<br><u>Tuning Into Spoken Messages</u> , units 2, 4-6 (T)<br><u>Listening Tasks</u> , unit 9 (T)<br><u>Listen for It</u> , Unit 7 (T)<br><u>Culturally Speaking</u> , p. 134                                                     | Structures: reported speech<br><br>Cross-culture: prevalence of recorded messages in native country                                                                                                    |



# TELEPHONE/COMMUNICATION LEVEL 450

| OBJECTIVES                                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                 | RESOURCES                                                                                                                                                               | INTEGRATION                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Request information over the phone, eg. local events, library, store hours, educational opportunities | Seek info: time, price, location:<br>I'd like some information about...<br>Could you tell me where...<br>I'm calling to find out about...<br>What time do you open?<br>How late are you open? | <u>Great Ideas</u> , p. 23-24 (T)<br><u>Lifelines 4</u> , unit 11<br><u>Expressways 2</u> , p. 120<br><u>Listening Tasks</u> , unit 5, 10 (T)<br><br>teletrainer        | Consumerism<br><br>Structures:<br>Embedded questions<br>Wh questions                                                                                                  |
| 5. Use phone to accept/decline an invitation.                                                            | Make/respond to invitation:<br>Would you like to...<br>I was wondering if you'd like to...<br>Sounds great!<br>I'd love to but I have to...                                                   | <u>Fitting In</u> , unit 3<br><u>Say It Naturally</u> , unit 8 (T)<br><u>Listen for It</u> , Unit 5, 8 (T)<br>teletrainer                                               | Getting Started: small talk<br><br>Structures:<br>Would love/like to<br>Have to<br>But<br><br>Cross-culture: ways, reasons to decline invitations, does yes mean yes? |
| 6. Compare long distance phone plans.                                                                    | Express preference:<br>I like this one more because...<br>This one is better because...                                                                                                       | phone company brochures<br>television advertisements                                                                                                                    | Consumerism: ads<br><br>Structures: Comparatives<br>Because                                                                                                           |
| 7. Given phone book or telephone directory, locate names and numbers.                                    |                                                                                                                                                                                               | <u>Springboards</u> , p. 36-43<br><u>How to Use the Telephone Book</u><br>White Pages<br>Yellow Pages<br>Blue Pages<br>Arlington Phone Book<br>Arlington Mini Directory | Legal: locating appropriate services                                                                                                                                  |

CAVAV: Goal Reading: level 2 Life skills

## TRANSPORTATION LEVEL 450

**Developmental Reading:** See end of level for objectives. Ability to Risk, unit 6; Skill Sharpeners 4, p. 52-53; Even More True Stories, unit 14; Springboards, p. 19, 60

**Developmental Writing:** See end of level for objectives. Even More True Stories, p. 85; Write It Right, lesson 12; Springboards, p. 19, 60

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                       | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                  | RESOURCES                                                                                                                                      | INTEGRATION                                                                                                                                 |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Given a local/state map, state route to specific destination. | Report info: location:<br>Take Route 66 to exit 68.<br>Tyson's Corner is west of Arlington.<br>It's about 5 miles on Route 7.                                                                  | <u>Read Right!</u> , p. 50-51<br><u>Life Skills Reading</u> , unit 18<br><u>Step into Writing</u> , unit 2<br><br>State and local maps.        | Getting Started: maps<br><br>Structures:<br>Imperatives<br>Prepositions of place                                                            |
| 2. Ask for and give directions to given locations.               | Seek/report info: location, directions<br>I'm looking for....<br>Is ... far from here?<br>It's just around the corner.<br>Make/respond to request: clarification:<br>Excuse me. How far is it? | <u>Get It? Got It!</u> , p. 10-16<br><u>Strategies in Listening</u> , unit 13 (T)                                                              | Structures:<br>Present continuous<br>Prepositions of place                                                                                  |
| 3. Complete driver's license application.                        |                                                                                                                                                                                                | <u>Book of Forms</u> , p. 44<br><u>A Writing Book: English in Everyday Life</u> , p. 116<br><u>Life Skills Reading</u> , p. 92-93<br>DMV forms | Getting Started: forms<br>Health: forms<br><br>Cross-culture: requirements for drivers' license                                             |
| 4. Identify common traffic laws and signs.                       | Seek/report info: signs/symbols:<br>Is it OK to turn right on red?<br>What does ... mean?<br>That sign means "yield".                                                                          | <u>Life Skills Reading</u> , unit 5-6<br><u>Choices: It's Your Right</u> , p. 12                                                               | Structures:<br>Simple present<br>Questions: wh & yes/no<br><br>Cross-culture: similarities and differences in driving rules and regulations |

# TRANSPORTATION LEVEL 450

| OBJECTIVES                                                             | FUNCTIONS/SAMPLE LANGUAGE                                                                                                                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                                       | INTEGRATION                                                                                                                               |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Given a violation, ask and answer questions to the police.          | <p>Seek/report info: self:<br/>What did I do wrong?<br/>I didn't realize that.</p> <p>Make/respond to request: clarification:<br/>Excuse me. I'm not sure what the problem is.</p>                                                                                                                                                      | <p>Choices: <u>It's Your Right</u>, unit 2<br/><u>Expressways 2</u>, p. 142<br/><u>Competency in English</u>, p. 64<br/><u>Can We Talk?</u>, unit 18<br/><u>In Put/Out Put</u>, unit 10 (T)</p> | <p>Legal: traffic laws<br/>Work: apologizing</p> <p>Structures: Simple past<br/>Wh-questions</p> <p>Cross-culture: speaking to police</p> |
| 6. Report a car accident.                                              | <p>Seek/report info: chronological:<br/>What happened?<br/>He went through a stop sign and hit me.</p> <p>Seek/report info: condition, descriptive:<br/>What was the damage to your car?<br/>Are you all right?<br/>My bumper was dented.</p>                                                                                           | <p><u>Lifelines 4</u>, unit 13<br/><u>Expressways 2</u>, p. 51</p>                                                                                                                              | <p>Legal: accident</p> <p>Structure: Past continuous<br/>Simple past</p> <p>Cross-culture: speaking to police</p>                         |
| 7. Complete an accident report.                                        |                                                                                                                                                                                                                                                                                                                                         | <p>Choices: <u>It's Your Right</u>, p. 11<br/><u>ETC 3 Reading/Writing</u>, p. 44</p>                                                                                                           | Legal                                                                                                                                     |
| 8. Describe a problem with a car and request service.                  | <p>Seek/report information: condition:<br/>What's the problem?<br/>It needs an oil change.<br/>The signal light doesn't work.</p> <p>Seek/report info: price/time:<br/>Can you give me an estimate?<br/>How long will it take?<br/>About \$125</p> <p>Make/respond to request: clarification:<br/>Excuse me. How much will it cost?</p> | <p><u>Lifelines 4</u>, unit 5<br/><u>Real-Life English 4</u>, unit 10</p>                                                                                                                       | <p>Consumerism: complaints</p> <p>Structures:<br/>simple present<br/>future (will)<br/>wh-questions</p>                                   |
| CA/AV: <u>Goal Reading</u> Level 4: facts with appropriate vocabulary. |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                 |                                                                                                                                           |

## US HISTORY LEVEL 450

**Developmental Reading and Writing:** See end of level for objectives. Look at the US 2; Content Area ESL: Social Studies; The Way to US Citizenship; Highlights of American History; America's Story 1, 2; Handbook for Citizenship; Skill Sharpeners 3; Yesterday and Today in the USA; Consider the Issues; Champions of Change; Famous Black Americans; Champions of Change: Famous Hispanic Americans

**Unit Needs Assessment:** Students **select** a historical period or periods. See historical periods on the next page.

| OBJECTIVES                                                                                                                                                                                                                              | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                | INTEGRATION                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. Describe major events, issues and/or individuals in historic period.                                                                                                                                                                 | Report info: descriptive, chronological:<br>During the Civil War, the North fought against the South.<br>Abraham Lincoln signed the Emancipation Proclamation, which freed all the southern slaves.                                                          | Holidays/Special Occasions<br><br>Structures:<br>Simple past<br>Relative clauses                           |
| 2. State cause and effects of major events.                                                                                                                                                                                             | Report info: cause/effect, descriptive:<br>The colonists were unhappy because they didn't have representation in the government.<br>The southern states fought to keep slavery for economic and social reasons.                                              | Holidays/Special Occasions<br><br>Structures:<br>Simple past<br>Because/for                                |
| 3. Compare and contrast events or a person with events or a person in native country.                                                                                                                                                   | Report info: self, descriptive:<br>Our Independence Day is September 5 but yours is July 4.<br>Gandhi was a leader in India who believed in non-violent protest. Martin Luther King learned a lot from Gandhi<br>The US has more immigrants than my country. | Holidays/Special Occasions<br><br>Structures:<br>Simple present<br>But<br>Relative clauses<br>Comparatives |
| CAVAV: <u>Compton's Multi-media Encyclopedia</u> ; <u>PC USA</u> ; <u>MECC Dataquest</u> - The 50 States, Presidents; <u>Invest Tier 2 Reading Level 2</u> : #48, 34, 36, 38, 43, 44, 41, 39, 410; <u>Prodigy</u> ; <u>Encyclopedia</u> |                                                                                                                                                                                                                                                              |                                                                                                            |

**Exploration and Early Colonies**

1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

**Americans Fight For Freedom**

1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

**The Nation Grows**

1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

**The Civil War**

1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

**The Industrial Age and Early Immigration**

1. The Industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

**The World Wars**

1. The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

**After World War II**

1. The 'Cold War'
2. Major issues of the Civil Rights Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy



# WORKING IN THE US 1: FINDING WORK LEVEL 450

**Developmental Reading:** See end of level for objectives. Contact USA, unit 8; Problem Solving, Unit 6 #2, 3, p. 112-113

**Developmental Writing:** See end of level for objectives. The Writing Challenge, unit 3; Springboards p, 47, 48, 53; Problem Solving (see above)

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                                               | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                                                                                       | INTEGRATION                                                                                                                                                        |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify obstacles to finding a job and give strategies for overcoming the obstacles. | Report Info: self, others:<br>I don't know where to look for a job.<br>It's hard to find a job in the US because...<br>Express advice:<br>You should look in the newspaper.<br>Ask for advice:<br>I am having trouble finding a job. What should I do? | <u>Problem Solving</u> , p. 75 (Belay's Problem)<br><u>ESL for Action</u> , Unit 2, lesson 2<br><u>Job Discrimination Curriculum</u> (MIRA)<br><u>Working Culture 2</u> , ch. 7, 8<br><u>Put It In Writing</u> , p. 56-58<br><br>Student generated issues                                       | Legal: discrimination<br><br>Structures: Because<br>Modals<br>Simple present<br>Simple past<br><br>Cross-culture: obstacles to employment, including working women |
| 2. Interpret want ads and job announcements, including abbreviations.                    | Report info: objects/signs/symbols:<br>What does "PT" mean?<br>"PT" means part-time.                                                                                                                                                                   | <u>ESL for Action</u> , Unit 2, p. 28-29<br><u>It's Up to You</u> , Unit 3 (T)<br><u>Skill Sharpeners 4</u> , p. 94, 97<br><u>Invest in the Future: The Job Hunt</u><br><br>English Works Video: Reading Job Announcements<br>Newspaper ads, library, job boards, job fairs, employment centers | Media: ads<br><br>Structures:<br>Simple present<br>Wh-questions                                                                                                    |
| 3. Fill out complex job applications, including references.                              |                                                                                                                                                                                                                                                        | <u>ETC 3 Grammar</u> , Ch. 4.<br><u>Working in English 2</u> , p. 60-61<br><u>Invest in the Future: The Job Hunt</u> , p.49<br><br>Applications from local companies and students' companies                                                                                                    | Getting Started: Forms                                                                                                                                             |



# WORKING IN THE US 1: FINDING WORK LEVEL 450

| OBJECTIVES                                  | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                                                                               | RESOURCES                                                                                                                                                                                                                                                                                                                                                          | INTEGRATION                                                                                                                                                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Write a simplified resume.               |                                                                                                                                                                                                                                                                             | <u>Lifelines 4</u> , Ch. 14<br><u>Lifeskills Writing Exercise Book</u> , Ch. 7<br><u>Expressways 2 Workbook A</u> 46-47<br><u>Skill Sharpeners 4</u> , p. 95<br><u>Working Culture 2</u> , ch. 2                                                                                                                                                                   | Cross-culture: role of resume, reverse chronological order                                                                                                                                                                                |
| 5. Make appointment for an interview.       | Express needs:<br>I saw your ad in the paper.<br>Is the position still open?<br>Could I schedule an appointment?                                                                                                                                                            | <u>It's Up to You</u> , Unit 4 (T)<br><u>Expressways 2</u> , p 41                                                                                                                                                                                                                                                                                                  | Telephone<br>Legal: Appointments<br><br>Structures: Questions                                                                                                                                                                             |
| 6. Ask/answer questions in a job interview. | Seek/report info: self:<br>(Tell me why I should hire you).<br>(Tell me about your experience).<br>(What are your strengths?)<br>(What are your weaknesses?)<br><br>Express capability:<br>I've had a lot of experience...<br>I worked as a...<br>I'm flexible and patient. | <u>Communication Skills that Works 1</u> , p. 65-67<br><u>Expressways 3</u> , p. 108-109<br><u>Expressways 3 Workbook B</u> , p. 10-13<br><u>ESL for Action</u> , Unit 2, lesson 3<br><u>It's Up to You</u> , Units 5-6 (T)<br><u>Invest in the Future: The Job Hunt</u> , p. 56-72<br><u>Getting Together</u> , p. 139<br><br>English Works Video (Job Interview) | Getting Started: describing experiences, goals<br><br>Structures: Present perfect<br>Simple past<br>Simple present<br><br>Cross-culture: "selling yourself" role of eye contact, body language, appearance, what to take to the interview |
| 7. Write thank-you note after interview.    | Express gratitude:<br>Thank you for taking the time to meet with me.                                                                                                                                                                                                        | <u>Lifeskills Writing</u> , Ch. 7                                                                                                                                                                                                                                                                                                                                  | Structures:<br>Gerunds/Infinitives                                                                                                                                                                                                        |
| 8. Conduct follow-up phone call.            | Seek/report info: self:<br>I'm calling to ask about my application.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    | Getting Started: personal ID, small talk<br>Telephone                                                                                                                                                                                     |
| CA/AV: <u>Virginia View</u>                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |

## WORKING IN THE USA 2: ON THE JOB LEVEL 450

**Developmental Reading:** See end of level for objectives. Contact USA, unit 7; Even More True Stories, unit 10; ESL for Action, p. 21-23, p.44

**Developmental Writing:** See end of level for objectives. Springboards, p. 47

**Unit Needs Assessment:** See needs assessment appendix for details.

| OBJECTIVES                                                    | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                      | RESOURCES                                                                                                                                                                                                                                                                                                                                                                        | INTEGRATION                                                                                               |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1. Give/follow complex instructions.                          | Instruct/respond to instructions:<br>If the guest has checked out, inspect room 305. If not, then do room 308.                                                                                                     | <u>Communication Skills That Work 1</u> , Unit 1, 3-4<br><u>Working In English 2</u> , p. 106<br><u>Expressways 3</u> , p. 33-36<br><u>Expressways 3 Workbook A</u> , unit 4<br><u>ESL for Action</u> , p. 47<br><u>Purple Cows and Potato Chips</u> , p. 47-53, 79-80, 98-99<br><u>Look Who's Talking</u> , p. 57, 58<br><u>English Works Video: Responding to Instructions</u> | Getting Started: emergency procedures<br><br>Structure:<br>If clauses<br>Imperatives                      |
| 2. Ask/respond to requests for clarification of instructions. | Make/respond to request: clarification:<br>Which room do I need to inspect?<br>I'm not following you.<br>Do you understand?                                                                                        | <u>ESL for Action</u> , p. 47<br><u>May I Help You?</u> , Ch. 1 (T)<br><u>Expressways 3</u> , p. 33-36<br><u>Expressways 3 Workbook A</u> , unit 4<br><u>Communication Skills that Work 1</u> , unit 1,<br><u>Strategies in Listening</u> , unit 9 (T)<br><u>English Works Video: Asking for Clarification</u>                                                                   | All units & appropriate objectives<br><br>Cross-culture: appropriateness of and ways to get clarification |
| 3. Give/respond to praise and criticism.                      | Give/respond to advice:<br>I would like to offer a suggestion ...<br>I recommend changing...<br>I hadn't thought of that.<br><br>Express satisfaction/dissatisfaction:<br>You really should have ...<br>Well done! | <u>Expressways 3</u> , p. 134-135, 162-163<br><u>Expressways 3 Workbook B</u> , p. 33<br><u>Communication Skills that Work 1</u> , p. 70<br><u>Business Correspondence: Letters, Faxes and Memos</u> , p. 131-133<br><u>Lifeskills Writing Exercise Book</u> , Ch 8                                                                                                              | Consumerism: letter of complaint<br><br>Structure:<br>Gerunds/infinitives<br>Perfect modal<br>Would like  |

# WORKING IN THE USA 2: ON THE JOB LEVEL 450

| OBJECTIVES                                                                                                 | FUNCTIONS AND SAMPLE LANGUAGE                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                                                                        | INTEGRATION                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Ask for promotion or raise, citing examples of effective work performance.                              | <p>Seek permission:<br/>Could I talk to you about a raise?<br/>Do you think I am doing a good job?</p> <p>Express capability:<br/>I have been working here for ...<br/>My work has been good.</p>              | <p><u>May I Help You?</u>, Ch. 6 (T)<br/><u>Speaking Up at Work</u> p 169.<br/><u>The Working Culture 2</u>, Ch. 9, 10<br/><u>Working In English 2</u>, unit 15<br/><u>Real Life English 4</u>, p. 102-108<br/><u>Expressways 3</u>, p. 120-121<br/><u>Expressway 3 Workbook B</u>, p. 20-21</p> | <p>Structure: Present perfect<br/>Yes/no questions</p> <p>Cross-culture: "selling yourself",<br/>body language, eye contact</p>              |
| 5. Respond or apologize for mistakes or misunderstandings.                                                 | <p>Express/respond to apologies:<br/>I'm sorry for not checking the inventory. I got busy with the customers.<br/>I'm sorry. I misunderstood you.<br/>That's OK. I will explain it more clearly next time.</p> | <p><u>May I Help You?</u>, Ch. 3 (T)<br/><u>Fitting In</u>, p. 70-74<br/><u>Lifelines 4</u>, unit 2<br/><u>Expressways 3</u>, p. 166-167<br/><u>Expressways 3 Workbook B</u>, p. 64-65</p> <p>English Works Video (Dealing with Mistakes)</p>                                                    | <p>Transportation: traffic tickets</p> <p>Structures:<br/>Simple past</p> <p>Cross-culture: dealing with mistakes</p>                        |
| 6. Report health and safety issues.                                                                        | <p>Report info: cause/effect:<br/>Jose fell off the ladder. I think he broke his leg.</p> <p>Give/respond to warning:<br/>Watch out!<br/>There's something wrong with ...<br/>Thanks for the warning.</p>      | <p><u>ESL for Action</u>, Unit 6<br/><u>Expressways 2</u>, p. 155<br/><u>Expressways 3</u>, p. 136<br/><u>Fitting In</u>, p. 115-119<br/><u>Say It Naturally</u>, unit 16 (T)</p> <p>English Works Video (Safety on the Job)</p>                                                                 | <p>Getting Started: emergency procedures<br/>Health: describe injuries</p> <p>Structure: Imperatives<br/>Simple past</p>                     |
| 7. Given a work-related issue, identify the problem(s), possible solutions, and consequences.              | <p>Express advice:<br/>You had better report the problem to your supervisor.<br/>You should call a lawyer.</p>                                                                                                 | <p><u>ESL for Action</u>, Units 5, 6, 7, p. 164-168<br/><u>Job Discrimination Curriculum</u> (MIRA)<br/><u>Springboards</u>, p. 48<br/><u>Working Culture 2</u>, ch. 12</p> <p>Student generated issues</p>                                                                                      | <p>Legal: various contexts</p> <p>Structures:<br/>Had better, should</p> <p>Cross-culture: how issues are dealt with in native countries</p> |
| CA/AV: Goal: On the Job-Reading: Level 4; Invest: Lifeskills - Employability skills lessons; Virginia View |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                  |                                                                                                                                              |

## WRITING DEVELOPMENT - 450

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To write paragraphs.

**VARIABLES:**

- familiar or unfamiliar topic
- narrative, descriptive and/or opinion
- with main idea and supporting details
- level appropriate

The goal for writing development at level 450 is to reach level 550. See entry level descriptions.

**EVALUATION CRITERIA:**

- communicates ideas to readers
- elaborates ideas
- uses compound and complex sentences
- includes main idea and supporting details
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past, present continuous, future)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### WRITING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Brainstorm ideas on a variety of topics: familiar and unfamiliar  
 Narrow and expand topic  
 Select and organize ideas for a topic  
 Include main idea and supporting details  
 Elaborate on ideas  
 Use/edit internal and end punctuation as well as capitalization and spelling  
 Edit for grammar:  
     compound and complex sentence (using but and because)  
     affixes (-s, -ed, -er, -est, -ing, -ment)  
     subject, object, and possessive pronouns  
     possessive adjectives and quantifiers  
     verb tenses (simple present, present continuous, simple past, future)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Problem Solving  
The Writing Challenge  
Composition Practice: Book 2  
Basic Writing  
Start Writing  
Write from the Start  
Lifeskills Writing  
ETC 3-6 Reading/Writing  
It's Up To You  
Ready to Write

## READING DEVELOPMENT - 450

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Reading Development.)

**LEVEL OBJECTIVE:** To read non-simplified texts.

**VARIABLES:**

- familiar topics
- with/without visuals
- level appropriate

The goal for reading development for level 450 is to reach level 550. See entry level descriptions.

**EVALUATION CRITERIA:**

- answer questions orally and in writing (factual, some inference and opinion)
- scan text to locate information
- identify the main idea
- retell story orally

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

#### READING

Make predictions from titles, subtitles, and headlines  
 Skim for main idea  
 Scan for specific information  
 Read for meaning with minimal stopping for context clues  
 Deduce word meaning in context  
 Distinguish between fact, opinion, persuasion, and editorial

#### VOCABULARY

Deduce word meaning in context  
 Deduce meaning with common prefixes, suffixes, and common roots  
 Deduce meaning of compounds

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Contact USA  
Problem Solving  
Communication Skills That Work 1, 2  
Reading Skills That Work 1  
It's Up to You  
Even More True Stories  
Variations  
Working Culture 2  
ETC 3-6 Reading/Writing  
News for You  
USA Today  
 Teacher resource:  
Making the Most of News for You



| STRUCTURES-450                                                                                                                      |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                                                                                                                          | UNITS                                                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>ADJECTIVES:</b><br>clause<br><br>comparative<br><br><br>superlative                                                              | History, Holidays<br><br>Civics, Getting Started,<br>Consumerism, History,<br>Holidays, Media, Telephone<br><br>Consumerism, Getting<br>Started, Media          | <u>ETC Grammar 3</u> ; p. 110<br><u>ETC Grammar 4</u> ; p. 124<br><u>Grammar in Use</u> ; Unit 97-99<br><u>Grammarwork 2</u> ; p. 73-76<br><u>Grammarwork 3</u> ; p. 61-63<br><u>Side by Side 2</u> ; p. 36-43, 49-50, 52, 67-68<br><u>Skill Sharpeners 3</u> ; p. 111-119<br><u>Skill Sharpeners 4</u> ; p. 12-14<br><br><u>ETC Grammar 3</u> ; p. 95, 110<br><u>ETC Grammar 4</u> ; p. 124<br><u>Grammar in Use</u> ; Unit 100<br><u>Grammarwork 2</u> ; p. 77-79<br><u>Side by Side 2</u> ; p. 46-33<br><u>Skill Sharpeners 4</u> ; p. 12-14<br><u>Skill Sharpeners 3</u> ; p. 111-119 |
| <b>ADVERBIALS:</b><br>cause/reason<br><br>frequency<br>(often, never)<br><br>sequence<br>markers<br>(first, then)<br><br>when/while | Consumerism, Finding Work,<br>History, Media, Telephone<br><br>Holidays<br><br>Civics, Health, History, Legal<br>Services, Media<br><br>Getting Started, Health | <u>ETC Grammar 3</u> ; p. 58<br><u>ETC Grammar 4</u> ; p. 22<br><u>Grammar in Use</u> ; Unit 102<br><u>Grammarwork 2</u> ; p. 25<br><u>Skill Sharpeners 3</u> ; p. 21, 28, 43-45<br><br><u>ETC Grammar 3</u> ; p. 135-137<br><u>ETC Grammar 4</u> ; p. (?)<br><u>Grammarwork 3</u> ; p. 46-48<br><u>Side By Side 2</u> ; p. 80-83<br><u>Side By Side 3</u> ; p. 14-15                                                                                                                                                                                                                     |
| <b>ARTICLES:</b><br>definite<br><br>indefinite                                                                                      | Civics, Health                                                                                                                                                  | <u>ETC Grammar 4</u> ; p. 89<br><u>Grammarwork 4</u> ; p. 8-16<br><br><u>ETC Grammar 4</u> ; p. 89                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>CONDITIONAL CLAUSES:</b><br>real present                                                                                         | Getting Started, Legal,<br>On the Job                                                                                                                           | <u>ETC Grammar 4</u> ; p. 149<br><u>Grammar in Use</u> ; Unit 34 & 35<br><u>Skill Sharpeners 4</u> ; p. 60, 61, 91, 113-115                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>CONJUNCTIONS:</b><br>but                                                                                                         | Civics, History, Holidays,<br>Telephone                                                                                                                         | <u>Grammarwork 4</u> ; p. 72-74<br><u>Side By Side 3</u> ; p. 129-131                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



| STRUCTURES-450                  |                                                     |                                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                      | UNITS                                               | RESOURCES                                                                                                                                                             |
| <b>MODAL VERBS:</b>             |                                                     |                                                                                                                                                                       |
| can                             | Consumerism, Health, Telephone                      |                                                                                                                                                                       |
| could                           | Finding work                                        | ETC Grammar 4; p. 19-21<br>ETC Grammar 3; p. 45-55<br>Grammarwork 4; p. 60-61<br>Side By Side 2; p. 86-89, 92-93                                                      |
| may/might                       | Telephone                                           | ETC Grammar 4; p. 33-35<br>Grammarwork 2; p. 64<br>Grammarwork 3; p. 86                                                                                               |
| must/have to                    | Civics, Getting Started, Legal, Telephone           | ETC Grammar 4; p. 36-39<br>ETC Grammar 3; p. 52-55<br>Grammarwork 3; p. 83-85<br>Grammarwork 2; p. 70-72<br>Side By Side 2; p. 99                                     |
| should                          | Finding Work, Health, Legal, Media, On the Job      | ETC Grammar 4; p. 36-39<br>ETC Grammar 3; p. 52-55<br>Grammarwork 3; p. 81-82<br>Side By Side 2; p. 39-41, 70, 102-103<br>Skill Sharpeners 4; p. 70, 76, 77, 111, 112 |
| would like<br>(noun/to)         | Consumerism, Getting Started, On the Job, Telephone | ETC Grammar 3; p. 47-49<br>Grammarwork 2; p. 65, 67, 69<br>Side By Side 2; p. 21, 31                                                                                  |
| would rather/<br>prefer         |                                                     | ETC Grammar 3; p. 47-49<br>Grammarwork 3; p. 87, 88                                                                                                                   |
| perfect modals                  | On the Job                                          | Side By Side 4; ch. 4                                                                                                                                                 |
| <b>PREPOSITIONS:</b>            |                                                     |                                                                                                                                                                       |
| place                           | Transportation                                      | ETC Grammar 4; p. 107<br>Grammarwork 3; p. 20<br>Side By Side 2; p. 56-63                                                                                             |
| time                            |                                                     | Grammarwork 2; p. 7<br>Grammarwork 3; p. 21                                                                                                                           |
| <b>REPORTED SPEECH:</b>         | Telephone                                           | ETC Grammar 3; ch. 9<br>Grammar in Use; Unit 45 & 46<br>Grammarwork 4; p. 90-94<br>Side By Side 4; p. 100-113<br>Skill Sharpeners 4; p. 32, 102                       |
| <b>THERE IS/<br/>THERE ARE:</b> | Media                                               |                                                                                                                                                                       |
| <b>VERBS:</b>                   |                                                     |                                                                                                                                                                       |
| future                          | Getting Started, Transportation                     | ETC Grammar 3; p. 78<br>ETC Grammar 4; p. 61                                                                                                                          |
| imperative                      | Getting Started, Health, On the Job, Transportation | ETC Grammar 3; p. 6                                                                                                                                                   |
| past continuous                 | Health, Telephone, Transportation                   |                                                                                                                                                                       |

| STRUCTURES-450                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                                                                                                                                                                       | UNITS                                                                                                                                                                                                                           | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>VERBS: (cont.)</b><br>present<br>continuous<br><br>present perfect<br>(continuous)<br><br><br>simple past<br><br>simple present<br>verb + gerund<br><br><br>verb + infinitive | Getting Started, Legal,<br>Transportation<br><br>Finding Work, Getting<br>started, Health, On the Job<br><br><br>All Units<br><br>All Units<br>On the Job<br><br><br>Finding work, Getting<br>Started, Media, Working in<br>USA | <u>ETC Grammar 4</u> ; ch. 5<br><u>ETC Grammar 3</u> ; ch. 10<br><u>Grammar in Use</u> ; Unit 13, 14, 15<br><u>Side By Side 3</u> ; ch. 4 & 5<br><u>Skill Sharpeners 3</u> ; p. 43-45, 51, 73-74, 93,<br>98, 100, 102, 107<br><u>Skill Sharpeners 4</u> ; p. 29, 30<br><br><u>ETC Grammar 3</u> ; p. 15, 20, 37<br><u>Side by Side 2</u> ; ch. 1<br><br><u>ETC Grammar 3</u> ; p. 15, 20, 37, 58, 73<br><br><u>ETC Grammar 4</u> ; ch. 8<br><u>Grammar in Use</u> ; Unit 51-58<br><u>Grammarwork 3</u> ; p. 24-25<br><u>Side By Side 3</u> ; p. 74-85<br><u>Skill Sharpeners 3</u> ; p. 9, 11, 108<br><br><u>ETC Grammar 4</u> ; ch. 8<br><u>ETC Grammar 3</u> ; p. 68, 87, 118<br><u>Grammarwork 3</u> ; p. 23, 25<br><u>Side By Side 3</u> ; p. 74-85 |
| <b>QUESTIONS:</b><br>wh<br><br><br>yes/no<br><br><br>embedded                                                                                                                    | All Units<br><br><br>All Units<br><br><br>Consumerism                                                                                                                                                                           | <u>ETC Grammar 3</u> ; ch. 1, 2<br><u>Grammarwork 2</u> ; p. 1, 9, 22, 25, 27, 35, 52<br><u>Side By Side 2</u> ; p. 69<br><br><u>Grammarwork 2</u> ; p. 34, 54, 89<br><u>Grammarwork 3</u> ; p. 52, 57<br><br><u>ETC Grammar 3</u> ; p. 151-158<br><u>ETC Grammar 4</u> ; p. 159<br><u>Side by Side 4</u> ; p. 31-44<br><u>Skill Sharpeners 4</u> ; p. 62, 63, 66                                                                                                                                                                                                                                                                                                                                                                                       |

## LEVEL 550

The advanced level (550) is designed as a bridge course between the functional, lifeskills oriented levels (100-450) at REEP and the types of educational institutions that our learners may transition to upon completion of the REEP program, ie. intensive academic or vocational training programs. For this reason, 550 is more skills-based than the lower levels and is organized by study and language skills rather than by topic areas. However, 550 is learner-centered, and needs assessment is integral to the successful implementation of the curriculum at this level (See Written Questionnaire: Level 550 and Individualized Education Plan (IEP) in the needs assessment appendices).

The 550 level consists of:

- \* Overview of Unit Organization and Content
- \* Entry level descriptions that describe the students entering 550 with regard to their speaking, listening, reading, and writing
- \* Exit level descriptions that describe the speaking, listening, reading, and writing skills for students who have successfully completed the 550 level and are ready to transition to academic or vocational training programs
- \* Progress report
- \* List of level appropriate resources, including computer-assisted and audiovisual resources
- \* 8 instructional units (in alphabetical order).
- \* Structures and resources

## OVERVIEW OF UNIT ORGANIZATION AND CONTENT

UNIT TITLE: LEVEL 550

| <b>NEEDS ASSESSMENT:</b> Information about course needs assessment in the first unit of each level and unit needs assessment information for each level.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DEVELOPMENTAL READING:</b> Refers teachers to the "Reading Strategies" unit for developmental reading objectives and provides suggested resources for each unit.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>DEVELOPMENTAL WRITING:</b> Refers teachers to the "Essay Writing" unit for developmental writing objectives and provides suggested resources for each unit.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>UNIT OBJECTIVE</b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| For appropriate units, such as "Essay Writing", the overall objective for the unit is provided here.                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                  | RESOURCES AND FOCUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | INTEGRATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>This column contains the performance objectives for a particular unit.</p> <p>Objectives chosen to be covered through needs assessment are those which need to be evaluated and documented on the progress report. Other objectives determined through needs assessment and covered in the class should be evaluated and documented on the progress reports as well.</p> | <p>The resource column provides suggested resources for each objective. These resources include the language and vocabulary to be taught and practiced for achievement of the objectives.</p> <p>The resources are also identified by the focus or content for which they are most appropriate: <u>general (G), academic (A), or vocational (V)</u>.</p> <p>These are <u>suggested</u> resources. Teachers should select materials based on the needs and abilities of their students. It is not intended that all resources be used for each objective.</p> <p>A list of all suggested 550 resources follows the 550 progress report.</p> | <p><u>Related Units and Objectives:</u> Suggestions for integrated units, eg. essay writing and test taking, oral presentations and reference materials.</p> <p><u>Structures:</u> See Index of Structures for resources and structures suggested for 550 at the end of the 550 instructional units.</p> <p><u>Cross-culture:</u> Suggestions for integrating cultural discussion points into the coverage of objectives. See <u>Approaches to Cross-Cultural Issues</u> in the Instructional Supplements Appendices.</p> |
| <b>CAI/AV RESOURCES:</b> Suggested computer-assisted and audiovisual resources for a particular topic. A list of CAI/AV resources suggested for 550 follow the 550 progress report.                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# ENTRY LEVEL DESCRIPTIONS: 550

**550 (Advanced):** Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

| SPEAKING                                                                                                                                                                                                                                                                                                        | LISTENING                                                                                                                                                                                                                                                                                                                                                                                 | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Functions independently in nearly all social and work situations.</p> <p>Speaks fluently with little or no hesitation.</p> <p>Communicates by telephone on familiar subjects.</p> <p>Can clarify and reword some conversation.</p> <p>Controls basic grammar but makes mistakes with complex structures.</p> | <p>Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition.</p> <p>Understands most non-contact communication on familiar topics and some communication on unfamiliar topics.</p> <p>May have some difficulty following conversation between native speakers.</p> <p>Understands complex oral instructions.</p> | <p>Can demonstrate comprehension of a variety of non-simplified passages (e.g. academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions.</p> <p>Can orally retell most reading passages.</p> <p>Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order.</p> <p>Reads using multiple context clues.</p> <p>Can generally identify and paraphrase the main idea.</p> <p>Can generally recognize difference between fact and opinion.</p> | <p>Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences.</p> <p>Can narrow or expand a paragraph topic with assistance.</p> <p>May have some sequencing problems within the paragraph.</p> <p>Can identify and self-edit some errors with assistance.</p> <p>Uses compound and complex sentences.</p> <p>Makes errors in complex structures such as passive, present perfect, and conditionals.</p> |

| EXIT LEVEL DESCRIPTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPEAKING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LISTENING                                                                                                                                                                                                                                                                                                                                                                                     | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><i>Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.</i></p> <p>Speaks fluently with little or no hesitation.</p> <p>Functions independently in social and work situations.</p> <p>Understands and generally utilizes appropriate social registers.</p> <p>Can expand, support, clarify, restate, or paraphrase ideas.</p> <p>Communicates effectively by telephone on familiar subjects.</p> <p>Can summarize reading passages.</p> <p>Has control over complex grammar but makes mistakes.</p> | <p><i>Can take basic lecture notes on familiar topics.</i></p> <p>Given contact situations and familiar topics, understands conversations at normal speed.</p> <p>Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics.</p> <p>Understands complex oral instructions.</p> <p>Can interpret oral test instructions.</p> | <p><i>Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.</i></p> <p><i>Uses dictionaries, reference materials, and libraries to obtain information.</i></p> <p>Can identify topic and supporting sentences.</p> <p>Can explain or paraphrase the main idea of passages.</p> <p>Can recognize difference between fact and opinion.</p> <p>Demonstrates strategies for learning and remembering new vocabulary.</p> <p>Can interpret written test instructions.</p> | <p><i>Uses elements of process writing to generate essays.</i></p> <p>Can narrow or expand a topic.</p> <p>Can write a paragraph with a main idea, supporting sentences, and a concluding sentence.</p> <p>Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.)</p> <p>Has minor organizational problems.</p> <p>Can edit and revise writing, with assistance.</p> <p>Uses compound and complex sentences.</p> <p>Makes errors in grammar and mechanics, but these generally do not interfere with communication.</p> <p>Can summarize reading passages.</p> <p>Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.</p> |

**ITALICIZED** exit descriptions are 550 unit objectives.



## REEP ESL PROGRESS REPORT: LEVEL 550

### Marking System:

- 1 = Above level
- 2 = At level
- 3 = Below level
- A = Absent
- NC = Not covered

Student name:

Teacher name:

Level:

Start date:

Type:

### FUTURE PLANNING:

Mid End

- \_\_\_ 1. Identify goals
- \_\_\_ 2. Identify requirements, duties, etc.
- \_\_\_ 3. Request information: education
- \_\_\_ 4. Fill out job/education forms
- \_\_\_ 5. Prepare documents: interview/application
- \_\_\_ 6. Describe strengths, experience, goals
- \_\_\_ 7. \_\_\_\_\_

### ESSAY WRITING:

Mid End

- \_\_\_ 1. Draft and edit sentences
- \_\_\_ 2. Draft/revise main idea/supporting sentences
- \_\_\_ 3. Draft/revise topic/trans./concluding sentences
- \_\_\_ 4. Draft and revise essays:
  - \_\_\_ a. expository
  - \_\_\_ b. description
  - \_\_\_ c. compare/contrast
  - \_\_\_ d. persuasion
- \_\_\_ 5. \_\_\_\_\_

\_\_\_ **UNIT OBJECTIVE:** Generate 2 or more essays

\_\_\_ **LEVEL OBJECTIVE:** Write 3-paragraph essays

### NOTETAKING STRATEGIES:

Mid End

- \_\_\_ 1. Demonstrate notetaking strategies
- \_\_\_ 2. Demonstrate techniques for organization
- \_\_\_ 3. Discriminate: main ideas/unimportant ideas
- \_\_\_ 4. Summarize key ideas
- \_\_\_ 5. \_\_\_\_\_
- \_\_\_ **UNIT OBJECTIVE:** Take comprehensive notes

### ORAL PRESENTATIONS:

Mid End

- \_\_\_ 1. Select/narrow/broaden a topic
- \_\_\_ 2. Organize material on cards or outlines
- \_\_\_ 3. Choose props to enhance presentation
- \_\_\_ 4. Rehearse and identify improvement strategies
- \_\_\_ 5. \_\_\_\_\_
- \_\_\_ **UNIT OBJECTIVES:** Deliver/self-evaluate a 5-10 minute factual oral presentation.

### READING STRATEGIES:

Mid End

- \_\_\_ 1. Make predictions: newspapers
- \_\_\_ 2. Preview, skim, scan a text
- \_\_\_ 3. Use SQ3R
- \_\_\_ 4. Identify main ideas
- \_\_\_ 5. Distinguish between fact and fiction
- \_\_\_ 6. Identify techniques to increase speed
- \_\_\_ 7. Deduce meaning from context
- \_\_\_ 8. \_\_\_\_\_

### LEVEL OBJECTIVE:

\_\_\_ Read non-simplified materials

### REFERENCE MATERIALS:

Mid End

- \_\_\_ 1. Given dictionary key, pronounce words
- \_\_\_ 2. Identify components of dictionary
- \_\_\_ 3. Locate specific entries in dictionary
- \_\_\_ 4. Locate specific parts in textbook
- \_\_\_ 5. Obtain information from reference materials
- \_\_\_ 6. Locate reference materials in a library
- \_\_\_ 7. \_\_\_\_\_

### UNIT OBJECTIVE:

\_\_\_ Demonstrate ability to use dictionaries, reference materials, and libraries

### STUDY SKILLS/LEARNING STRATEGIES:

Mid End

- \_\_\_ 1. Develop a personal learning profile
- \_\_\_ 2. Identify strategies for improving study habits
- \_\_\_ 3. Identify and employ clarification strategies
- \_\_\_ 4. Identify academic class policies
- \_\_\_ 5. \_\_\_\_\_

### TEST TAKING STRATEGIES:

Mid End

- \_\_\_ 1. Identify strategies for test preparation
- \_\_\_ 2. Interpret test instructions
- \_\_\_ 3. Identify strategies for improving test results
- \_\_\_ 4. Identify strategies for answering questions
- \_\_\_ 5. Employ learned strategies
- \_\_\_ 6. \_\_\_\_\_

# **REEP ESL PROGRESS REPORT: Language Skill Assessment**

Student's Name: \_\_\_\_\_ Level: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| BEGINNING | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Teacher Comments: \_\_\_\_\_

Please write *fair, satisfactory, good, or excellent.*

| MID       | PROGRESS |
|-----------|----------|
| Reading   |          |
| Writing   |          |
| Speaking  |          |
| Listening |          |

Student Signature/Date/Comments: \_\_\_\_\_

Please mark **X** in appropriate boxes.

Teacher's Comments: \_\_\_\_\_

| FINAL     | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 | Exit |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Reading   |     |     |     |     |     |     |     |     |      |
| Writing   |     |     |     |     |     |     |     |     |      |
| Speaking  |     |     |     |     |     |     |     |     |      |
| Listening |     |     |     |     |     |     |     |     |      |

Student Signature/Date/Comments: \_\_\_\_\_

Teacher's Signature/Date: \_\_\_\_\_  
 Retained (level) \_\_\_\_\_ Promoted (level) \_\_\_\_\_ Withdrew \_\_\_\_\_

## RESOURCES: LEVEL 550

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.

### TEXT

Ability To Risk  
All Clear! Idioms in Context  
All Sides of The Issue  
Beyond Language  
Clear Speech  
Communication Skills That Works 1 & 2  
Competency in English  
Contact U.S.A.  
Contemporary GED Writing Skills:  
    New GED  
Culture Puzzle  
English Survival Series:  
    Identifying Main Ideas (B & C)  
ETC Competency-Based Series 3, 4, 5, 6  
GED Essay  
GED Preparation: Writing Skills  
Getting a Fix on Vocabulary  
Getting Together  
How to Improve Your Study Skills  
Improving Aural Comprehension  
In Your Own Words 1  
In Your Own Words 2  
Interactions II: Reader  
Interactions II: Listening  
Invest: Writing Workbook 7

Issues For Today  
It's Time to Talk  
It's Up To You (T)  
Learning American English  
Learning to Learn English  
Lifelines 4  
Longman Dictionary of American English  
Making the Most of News For You  
Mastering American English  
Modern English: Parts of Speech  
More Reasons for Reading  
Mosaic - Listening  
Notetaking Made Easy  
Paragraph Development:  
    A Guide for Students of English  
Pronouncing American English  
Process of Paragraph Writing  
Putting It in Paragraphs  
Reader's Choice  
Reader's Journal  
Reading Skills that Work  
Reading for a Purpose  
Ready, Set, Study:  
    Improving Your Study Skills  
Speaking on Issues

Speech Communication for  
    International Students  
Study Skills for Students of English  
Study Skills Handbook  
Study Skills  
Test and Essay Writing Exercise Book  
Testwise  
Time and Space  
TOEFL Preparation Kit (Newbury House)  
Understanding and Using  
    English Grammar  
Webster Collegiate Dictionary

### CA/AV

Aware  
BLS Vocabulary Skills  
Compton's Multi-Media Encyclopedia  
    on CD-Rom  
Diascriptive Language Arts:  
    Sentence Sense,  
    Sentence Mechanics  
ELLIS  
Goal

## RESOURCES: LEVEL 550

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher' information.*

### CAI/AV (cont.)

Grammar Mastery 1 & 2  
How To Write For Everyday Living:  
    Lists & Outlines  
Invest  
Prentice Hall TOEFL Software  
Prodigy  
Read 'N' Roll  
Ready  
Spell it  
Virginia View  
Word Attack Plus  
Word Perfect 5.1

### VIDEOS

College Information Videos  
English Works  
Stand and Deliver

(T) = Tape available

## **INSTRUCTIONAL UNITS: 550**

## FUTURE PLANNING LEVEL 550

**COURSE NEEDS ASSESSMENT:** Students indicate where they need to use English in their daily lives as well as the skills they will need to develop in order to achieve their future personal, professional, and educational goals. See needs assessment tools chart in appendices for suggested activities. Also see 550 needs assessment survey in appendices. Additional resources: ETC 5 Reading/Writing, ch. 2; Getting Together, p. 24, 25

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

| OBJECTIVE                                                                                                                                           | RESOURCES AND FOCUS<br>(A=academic focus, V=vocational focus, G=general focus)                                                                                                                                                                                                                                                                                                                                                                                       | INTEGRATION                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Identify personal, professional, and educational goals.                                                                                          | <p><u>Interactions II: Reading</u>, Chapter 1 (A)<br/> <u>Interactions II: Listening/Speaking</u>, Chapter 1 (A)<br/> <u>ETC 5</u> (all books), ch. 2 (G,A,V)<br/> <u>ETC 6</u> (all books), ch. 7 (G,A,V)<br/> <u>Learning to Learn</u>, 1.1 and 1.3<br/> <u>It's Up to You</u>, Unit 1 (T)<br/> <u>It's Time to Talk</u>, p. 128</p> <p>Individualized Education Plan (See needs assessment appendix)</p> <p>CAI: ELLIS: Lesson 1: Registering for Classes (A)</p> | <p>Oral presentations</p> <p>Essay writing</p> <p>Structures:<br/> Would like<br/> Sequence markers<br/> Future tenses</p> |
| 2. Given information on jobs and educational opportunities, identify requirements, duties, and qualifications for a particular field/job of choice. | <p><u>ETC 5</u>, (all books) Units 2, 10<br/> <u>Getting Together</u>, Chapter 13 (A,V)</p> <p><i>Catalogs:</i> NOVA (A,V), Marymount (A)<br/> <i>Brochures:</i> Employment Training Center (V), Goodwill Industries (V), Arlington Employment Center (V), Arlington Adult Education (A,V,G)<br/> <i>Informational videos:</i> NOVA (A)</p> <p>CAI: Virginia View (A,V)</p>                                                                                          | <p>Oral presentations</p> <p>Reading Strategies: skim/scan texts</p>                                                       |



# FUTURE PLANNING LEVEL 550

| OBJECTIVES                                                                                                                                                                                       | RESOURCES AND FOCUS                                                                                                                                                                                                        | INTEGRATION                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Given a phone call or appointment with an educational counselor, request specific information concerning application requirements, deadlines, and the availability of financial aid.          | See above<br><br><u>It's Up to You</u> , Unit 5<br><u>Federal Student Aid Guide</u> (A)<br><br>CAI: AWARE, Virginia View<br><br>Field trip to Employment Training Center                                                   |                                                                                                                                                         |
| 4. Fill out forms necessary for jobs and/or educational opportunities, including essay answers when applicable.                                                                                  | <u>ETC 4 Reading/Writing</u> , Chapter 10 (A)<br><br>Job applications<br>School applications<br>Financial aid applications                                                                                                 | Essay development<br><br>Structures:<br>Tenses<br><br>Cross-culture: format of documents, documents needed in native country                            |
| 5. Given a job interview or school application, prepare/compile the necessary documents (eg. transcripts, resumes, cover letter, certificates, diplomas from previous education and employment). | <u>Lifelines 4</u> , Chapter 11 (A)<br><u>ETC 3 Reading/Writing</u> , Chapter 4 (V), Chapter 5 (A)<br><u>Ready to Write</u> , Unit 8 (A,V)                                                                                 | Structures:<br>Tenses<br><br>Cross-cultures: documents needed in native country                                                                         |
| 6. Given a job interview or school interview, describe your strengths, previous experiences, and future goals.                                                                                   | <u>Competency in English</u> , Chapter 5<br><u>It's Up to You</u> , Units 4, 5, 6 (T)<br><u>ETC 6 Listening/Speaking</u> , Chapter 5<br><u>ETC 6 Reading/Writing</u> , Chapter 5<br><br>English Works Video: Job Interview | Oral presentations<br><br>Structures:<br>Tenses<br><br>Cross-culture: "selling yourself", role of eye contact and body language, appearance, promptness |
| CAI/AV: <u>Virginia View</u> : Occupational Search, College Search; <u>AWARE</u> ; <u>ELLIS</u> , lesson 8-job interview, lesson 1-registering for classes                                       |                                                                                                                                                                                                                            |                                                                                                                                                         |

## ESSAY WRITING LEVEL 550

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Unit Needs Assessment:** Students self-assess their writing skills and develop goals for improvement.

**UNIT OBJECTIVE:** Use elements of process writing to generate two or more essays.

### EVALUATION CRITERIA:

*Length:* 3 paragraphs

*Format:* Introduction, body, and conclusion paragraphs

*Use of process writing elements:* brainstorming, drafting, revising, editing, and publishing

*Structure:* Evaluation checklist generated by students and teacher (eg. paragraph format; complete sentences; correct verb tenses and agreement, correct punctuation and capitalization.

*Cohesion:* Evaluation checklist generated by students and teacher (eg. clear topic and transition sentences.

| OBJECTIVES                                                                                                                   | RESOURCES AND FOCUS<br>(A=academic focus, V=vocational focus, G=general focus)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Draft and edit sentences (completeness of sentences, verb tenses, word order, spelling, capitalization, and punctuation). | <p>Resources depend on need determined by self-assessment and teacher assessment of errors taken from student writing.</p> <p>Run-ons &amp; Fragments:<br/> <u>In Your Own Words 1</u>, Chapter 1-4 (G)<br/> <u>Putting it In Paragraphs</u>, Chapter 6 (G)</p> <p>Grammar:<br/> <u>Understanding and Using English Grammar</u>, selected topics<br/> <u>Mastering American English</u>, selected topics<br/> <u>Learning American English</u>, selected topics</p> <p>Parts of Speech: <u>Modern English: Parts of Speech Part I</u>, selected topics</p> <p>Punctuation and Format:<br/> <u>Understanding and Using English Grammar</u>, Appendix 3<br/> <u>Invest: Writing Workbook 7</u>, p. 67-70</p> | <p>Test taking:<br/>           Essay questions</p> <p>Structures:<br/>           Subject/verb agreement<br/>           Parts of speech<br/>           Complex/compound sentences<br/>           Verb tenses<br/>           Articles<br/>           Subordinate/main clauses</p> <p>Mechanics:<br/>           Punctuation<br/>           Capitalization<br/>           Spelling</p> |

| ESSAY WRITING LEVEL 550                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                          | RESOURCES AND FOCUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | INTEGRATION                                                                                                                                                                   |
| 2. Draft and revise main idea and supporting sentences (content and accuracy).                                                                                                                                                                                                                                                                                                                                                                      | <u>Putting It in Paragraphs</u> , Chapters 1, 2, 3 (G)<br><u>Learning to Learn</u> , Unit 2.6 (G)<br><u>The GED Essay</u> , Unit 2, 3 (G)                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reading: Main idea & supporting information<br>Oral Presentations<br>Test taking: Essay questions<br><br>Structures/Mechanics: see above                                      |
| 3. Draft and revise topic sentences, transition sentences, and concluding sentences.                                                                                                                                                                                                                                                                                                                                                                | Paragraph Parts:<br><u>Test and Essay Writing Exercise Book</u> , Unit 1<br><u>Testwise</u> , Unit 8<br><u>The GED Essay</u> , Unit 4 (G)<br><br>Topic Sentences:<br><u>Paragraph Development: A Guide for Students of English</u> , (A)<br><u>In Your Own Words 1</u> , Chapter 10 (G,A,V)<br><u>Putting It in Paragraphs</u> , Chapter 2 (G)<br><u>Test and Essay Writing Exercise Book</u> , Chapter 1 (G)<br><br>Supporting Sentences:<br><u>Paragraph Development: A Guide for Students of English</u> , Unit 2 (A)<br><u>Putting It in Paragraphs</u> , Chapter 3 (G) | Reading:<br>Identifying good and poor topic sentences<br><br>Test Taking:<br>Essays<br><br>Oral Presentations<br><br>Structures:<br>See above<br>Transition words and phrases |
| 4. Draft and revise different types of writing: expository, description, compare/contrast, & persuasion.                                                                                                                                                                                                                                                                                                                                            | <u>In Your Own Words 2</u> , Chapter 4-7 (A)<br><u>Paragraph Development: A Guide for Students of English</u> , Unit 2 (A)<br><u>The Process of Paragraph Writing</u> , Units 5,6,7,8 (A)<br><u>Test and Essay Writing Exercise Book</u> , Chapters 2-5 (G)                                                                                                                                                                                                                                                                                                                 | Reading Strategies<br>Oral Presentations<br><br>Cross-culture: how writing is organized in native language                                                                    |
| <b>CAVAV:</b> Sentence Sense, Level 1-6; <b>Inves!</b> Parts of Speech (Tier 2), Reading; <b>Invest:</b> Level 2 Social Studies; <b>Invest:</b> Tier 3, Writing Component; Grammar Mastery II and III; <b>Spell it:</b> <u>Descriptive Language Arts</u> : Sentence Sense, Sentence Mechanics; <u>How to Write for Everyday Living</u> : Lists and Outlines; <u>Word Perfect 5.1</u> ; <b>ELLIS:</b> Grammar Guide, conversations by grammar topic. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                               |

## NOTETAKING STRATEGIES LEVEL 550<sup>1</sup>

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess notetaking skills and develop a plan for improvement.

**Resources:** Student-generated list of note-taking needs(A); Learning to Learn, Unit 2, 3; Interactions II: Listening/Speaking, All Units - Lecture/text excerpts (G,A)

### UNIT OBJECTIVE: Take notes from lectures and texts.

| OBJECTIVES                                                                                                                                                                                                                                                                                                            | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus                                                                                                                                                                                                                                                                                                       | INTEGRATION                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Demonstrate notetaking strategies for taking fast notes:</p> <ul style="list-style-type: none"> <li>a) abbreviations</li> <li>b) article, preposition and auxiliary deletion</li> <li>c) using symbols, pictures and numbers</li> <li>d) native language if needed</li> <li>e) Spelling phonetically</li> </ul> | <p><u>Study Skills for Students of English</u>, Unit 7 (A)<br/> <u>How to Improve Your Study Skills</u>, Chapter 3 (A)<br/> <u>Notetaking Made Easy</u>, (G)<br/> <u>Longman Dictionary of American English</u>, Phonetic alphabet (G)<br/> <u>Interactions II: Listening/Speaking</u>, All units (A)<br/> <u>Communication Skills That Work 1, 2</u>, listening exercises (V)</p> | <p>Study skills</p> <p>Oral Presentations</p> <p>Cross-culture: methods of taking notes in native country</p>                       |
| <p>2. Demonstrate techniques for organizing information:</p> <ul style="list-style-type: none"> <li>a) outlining</li> <li>b) highlighting</li> <li>c) listing</li> <li>d) using margin notes</li> <li>e) patterning (diagrams, charts, etc.)</li> </ul>                                                               | <p><u>Study Skills for Students of English</u>, Unit 7 (A)<br/> <u>How to Improve Your Study Skills</u>, Chapter 3 (A)<br/> <u>Notetaking Made Easy</u>, (G)<br/> <u>Interactions II: Listening/Speaking</u>, All units (A)<br/> <u>Communication Skills That Work 1, 2</u>, listening exercises (V)</p>                                                                           | <p>Reading strategies: SQ3R</p> <p>Oral Presentations</p> <p>Cross-culture: methods of organizing information in native country</p> |

# NOTETAKING STRATEGIES LEVEL 550

| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                               | RESOURCES AND FOCUS                                                                                                                                                                                                                                                    | INTEGRATION                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Discriminate between main points/important details and anecdotal/unimportant information in lectures and texts, including:</p> <ul style="list-style-type: none"> <li>- signal words for important ideas</li> <li>- changes on the part of the speaker (modulation, body stance, etc.) which introduce important ideas</li> <li>- written formats which indicate key ideas: italics, headings, boldface type, outlines.</li> </ul> | <p>See above.</p> <p><u>Study Skills for Students of English</u>, ch. 7 (A)</p> <p><u>Interactions II: Listening/Speaking</u>, selected units (G)</p> <p><u>Mosaic: Listening, selected units</u> (G,A)</p> <p><u>How to Improve Your Study Skills</u>, Unit 3 (A)</p> | <p>Reading strategies:<br/>Main idea</p> <p>Essay Writing:<br/>Topic Sentences<br/>Transition sentences</p> <p>Oral Presentations</p> <p>Study Skills/Learning Strategies:<br/>Memory</p> |
| <p>4. Given notes taken from a lecture or text, summarize key ideas.</p>                                                                                                                                                                                                                                                                                                                                                                 | <p><u>How to Improve Your Study Skills</u>, Chapter 4 (A)</p> <p><u>Study Skills for Students of English</u>, Unit 7 (A)</p>                                                                                                                                           | <p>Essay Writing</p>                                                                                                                                                                      |
| <p><b>CAVAV:</b> <u>BLS Reading Interpretation</u>, SF-720, 722, 730, 752; <u>ELLIS:</u> Conversations with Keywords, option on Lesson 5-summarizing a literary discussion; <u>Ready</u>, topic of choice; IPA symbol language master cards (teacher made).</p>                                                                                                                                                                          |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                           |

## ORAL PRESENTATIONS LEVEL 550

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess oral presentation skills and set goals for improvement.  
Resources: Learning to Learn, Unit 2,4

**UNIT OBJECTIVE:** Deliver and self-evaluate a 5-10 minute factual oral presentation.

| OBJECTIVES                                                                            | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus                                                | INTEGRATION                       |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1. Select, narrow, and broaden a topic.                                               | <u>Speaking on Issues</u> , Chapter 3 (G,A,V)<br><u>Speech Communication for International Students</u> , Chapter 1 (G,A,V) | Essay writing<br>Notetaking       |
| 2. Organize research material into "speaker-friendly" note cards or outlines.         | <u>Speaking on Issues</u> , Chapter 5 (G,A,V)<br><u>Speech Communication for International Students</u> , Unit 4 (G,A,V)    | Notetaking<br>Reference Materials |
| 3. Choose appropriate "props" to enhance presentation: diagrams, handouts, maps, etc. |                                                                                                                             | Reference Materials               |



| ORAL PRESENTATIONS LEVEL 550                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                          | RESOURCES AND FOCUS                                                                                                                                                                                                                                                                                                                | INTEGRATION                                                                                                                                              |
| 4. Given notes and props prepared in #2 and #3, rehearse the oral presentation and identify strategies for improving the organization and delivery. | <p>Student developed evaluation checklists</p> <p><u>Speaking on Issues</u>, Chapter 7 (G,A,V)</p> <p><u>Speech Communication for International Students</u>, Chapter 4 (G,A,V)</p> <p><u>Clear Speech</u>, selected units (G)</p> <p><u>Pronouncing American English</u>, selected units (G)</p> <p>Various grammar resources</p> | <p>Structures:</p> <p>Connectors</p> <p>transition phrases</p> <p>Adverbs of time</p> <p>Adverbs of sequence</p> <p>Others depending on student need</p> |
| CAVAV:                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                          |

## READING STRATEGIES LEVEL 550

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess reading skills and set goals for improvement.

**UNIT OBJECTIVE:** Read non-simplified material (fiction, non-fiction, academic)

### EVALUATION CRITERIA:

- \* Answer factual, inference, and evaluative questions orally and/or in writing
- \* Answer short essay questions
- \* Retell orally
- \* Identify author's purpose and main idea

| OBJECTIVES                                                                             | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus<br><br>For additional reading resources, see end of unit.                                                                                                                                  | INTEGRATION                                |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1. Given a newspaper, make predictions from headlines, titles, subtitles, and bylines. | <u>Making the Most of News for You</u> , ch. 2 (G)<br><u>How to Improve Your Study Skills</u> , p. 164-175 (A)<br>Newspapers                                                                                                                                            |                                            |
| 2. Given a time limit, preview, skim, and scan a text.                                 | <u>Ready, Set, Study: Improving Your Study Skills</u> , p. 42-49<br><u>Readers' Choice</u> , selected readings (A)<br><u>How to Improve Your Study Skills</u> , Unit 7<br>Newspapers                                                                                    | Notetaking<br>Reference Materials          |
| 3. Effectively use the technique of SQ3R (Survey, Question, Read, Recite, Review).     | <u>Ready, Set, Study: Improving Your Study Skills</u> , p. 50-51<br><u>How to Improve your Study Skills</u> , Chapter 5-7 (G,A)<br><u>Study Skills for Students of English</u> , Chapter 5,6 (G,A)<br><u>The Reader's Journal</u> , selected readings (G,A)             | Notetaking<br>Test-taking                  |
| 4. Identify main ideas in reading passages.                                            | <u>Interactions II: Reading</u> , selected readings (G,A,V)<br><u>Readers' Choice</u> , selected readings (A)<br><u>English Survival Series: Identifying Main Ideas B, C</u> , selected ex. (G)<br><u>How to Improve Your Study Skills</u> , p. 58-61 (A)<br>Newspapers | Notetaking<br>Essay writing<br>Test taking |

| READING STRATEGIES LEVEL 550                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES AND FOCUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | INTEGRATION                                                            |
| 5. Distinguish between fact and fiction in readings.                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>How to Improve Your Study Skills</u> , Unit 6<br><u>Reading Skills that Work 2</u> , Lesson 8 (V)<br><br>Newspapers (G,A,V)                                                                                                                                                                                                                                                                                                                                                                                                 | Test taking                                                            |
| 6. Identify various techniques to increase reading speed.                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>How to Improve Your Study Skills</u> , Unit 6<br><br>Various TOEFL preparation materials<br>Newspapers                                                                                                                                                                                                                                                                                                                                                                                                                      | Test taking<br>Notetaking                                              |
| 7. Given context clues, deduce meaning from context.                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Learning to Learn</u> , Unit 2.1<br><br>General:<br><u>Getting a Fix on Vocabulary</u> , selected units (G,A,V)<br><u>Reading Skills that Work 2</u> , Lesson 2 (V)<br><br>Prefixes, Suffixes, Affixes:<br><u>Readers' Choice</u> , unit 1, selected readings<br><u>TOEFL Preparation</u> , (Prentice Hall), Unit 5 (A)<br><br>Parts of Speech: <u>Modern English: Parts of Speech Part I</u> , selected exercises<br><br>Structures: <u>Understanding and Using English Grammar</u> , selected exercises<br><br>Newspapers | Test taking<br><br>Structures:<br>Parts of Speech<br>Prefixes, Affixes |
| <b>Additional Reading Resources:</b> <u>Beyond Language</u> ; <u>Contact USA</u> ; <u>ETC 4-6 Reading/Writing</u> ; <u>More Reasons for Reading</u> ; <u>Time and Space</u> ; <u>All Sides of the Issue</u>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |
| <b>CA/AV:</b> <u>Goal</u> (Level 4); <u>Read 'N' Roll</u> ; <b>INVEST:</b> <u>Reading Tier 2</u> (Level 1: Pre-fixes and Suffixes); <u>BLS 100 Reading Interpretations I and II</u> ; <u>BLS 200 Reading Interpretations I and II</u> ; <b>READY:</b> <u>Grammar Mastery</u> ; <u>Descriptive Language Arts</u> : <u>Sentence Sense</u> ; <u>Word Attack Plus</u> ; <b>Invest:</b> <u>Reading Tier 2,3</u> ; <u>Prodigy-on-line news articles</u> ; <u>Read and Roll</u> . |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |

## REFERENCE MATERIALS LEVEL 550

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess skills in using reference materials and set goals.

**UNIT OBJECTIVE:** Demonstrate ability to use dictionaries, other reference materials, and libraries to obtain information.

| OBJECTIVES                                                                                                                                                                                         | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus                                                                                                                                                                                                                                                                                                                                                                   | INTEGRATION                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. Given dictionary pronunciation keys, pronounce unknown words.                                                                                                                                   | <p><u>Ready, Set, Study: Improving Your Study Skills</u>, p.71 (A,V)</p> <p><u>Longman Dictionary of American English: (Pronunciation Key and Guide to the Dictionary)</u> (G,A,V)</p> <p><u>Webster Collegiate Dictionary: (Pronunciation Key)</u> (A)</p> <p>Also see sample pronunciation key lesson in sample lesson appendix.</p> <p>CAI: ELLIS: Speaking Activities (G,A,V)</p>                                                          | Oral presentations                                                  |
| 2. Identify all components of a dictionary entry:<br>spelling/syllabic division<br>phonetic spelling<br>different meanings<br>origins of the word<br>derivations and variations<br>parts of speech | <p><u>Ready, Set, Study: Improving Your Study Skills</u>, p. 61-70 (A,V)</p> <p><u>How to Improve Your Study Skills</u>, Unit 8 (A)</p> <p><u>Study Skills for Students of English</u>, Ch. 2 (A)</p> <p><u>A Study Skills Handbook</u>, Unit 3 (G,A,V)</p> <p><u>Longman Dictionary of American English: (Pronunciation Key and Guide to the Dictionary)</u> (G,A,V)</p> <p><u>Webster Collegiate Dictionary: (Pronunciation Key)</u> (A)</p> | <p>Reading Strategies</p> <p>Structures: parts of speech</p>        |
| 3. Given a time limit, locate specific entries in a dictionary.                                                                                                                                    | <p><u>Longman Dictionary of American English</u> (G,A,V)</p> <p><u>Webster Collegiate Dictionary</u></p>                                                                                                                                                                                                                                                                                                                                       | <p>Pre-requisite: alphabetizing</p> <p>Test taking: timed tasks</p> |

# REFERENCE MATERIALS LEVEL 550

| OBJECTIVES                                                                                                                                                                    | RESOURCES AND FOCUS                                                                                                                                                                                               | INTEGRATION                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 4. Given a time limit, locate specified parts of a textbook (eg. table of contents, chapter heads, key words, glossary, index, introduction, summaries, study questions).     | <u>Ready, Set, Study: Improving Your Study Skills</u> , p.9-19 (A,V)<br><br>Various college textbooks for practice                                                                                                | Reading Strategies: scanning          |
| 5. Given reference materials, obtain information for a specific purpose (eg. oral/written report, job search, etc.).                                                          | <u>Compton's Multi-media Encyclopedia</u> (G,A,V)<br><u>The Ability to Risk</u> , Unit 9<br><br>Field trip to the public library (G,A,V)                                                                          | Oral Presentations                    |
| 6. Given a library visit, locate various reference materials.                                                                                                                 | <u>Ready, Set, Study: Improving Your Study Skills</u> , p. 81-88 (A,V)<br><u>How to Improve Your Study Skills</u> , Unit 9 (A)<br><br>Library floor plan<br>Library visit: card catalog, computer catalog, stacks | Future Planning<br>Oral Presentations |
| CAVAV: <u>Virginia View</u> ; <u>Compton's Multi-media Encyclopedia</u> ; <u>ELLIS: Speaking Activities</u> ; <u>Prodigy</u> ; <u>Invest</u> tier 2, reading 4-6, lesson 884. |                                                                                                                                                                                                                   |                                       |

## STUDY SKILLS/LEARNING STRATEGIES LEVEL 550

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess study skills and learning strategies and develop a plan for improvement.

**Note:** Many "study skills and learning strategies" have also been included in other units. Please see integration column.

| OBJECTIVES                                                                                                                                                                              | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus                                                                                                                                                                                                                           | INTEGRATION                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a personal profile of learning (eg. best methods/strategies, time, duration, environment, and modality for studying).                                                        | <u>How to Improve Your Study Skills</u> , p. 4-5 (A)<br><u>Ready, Set, Study: Improving Your Study Skills</u> , Ch. 1 (A,V)<br><u>Learning to Learn</u> , Unit 1.4, 1.6, end of each unit                                                                                                              | Test taking                                                                                                                           |
| 2. Identify strategies for improving overall study habits.                                                                                                                              | <u>How to Improve Your Study Skills</u> , Units 1 and 2, p. 75-77 (A)<br><u>Ready, Set, Study: Improving Your Study Skills</u> , Ch. 1 (A,V)<br><u>Issues for Today</u> , p. 51 (G)<br><u>All Clear! Idioms in Context</u> , p. 96-105 (A)<br><u>Study Skills for Students of English</u> , p. 103 (A) | Test taking                                                                                                                           |
| 3. Identify strategies for improving acquisition, retention, and memorizing (eg. word association, spacial association).                                                                | <u>More Reasons for Reading</u> , Chapters 4-6<br><u>Time and Space</u> , Unit 12 (G)<br><u>Learning to Learn</u> , Selected units                                                                                                                                                                     | Reading Strategies<br>Notetaking                                                                                                      |
| 4. Identify and employ clarification strategies (eg. asking for repetition/verification, asking for missing information, repeating a portion of what was said, asking for elaboration). | <u>The Culture Puzzle</u> , Chapter 5 (A,V,G)<br><u>Communication Skills that Work II</u> , Chapter 9 (V)<br><u>Improving Aural Comprehension (T)</u> , Unit 2, Lesson 3-11 (G,A,V)<br><u>Interactions II: Reading/Writing</u> , Chapter 1                                                             | Reading Strategies<br>Test Taking<br>Notetaking<br>Oral Presentation<br><br>Cross-culture: how to ask or not to ask for clarification |



# STUDY SKILLS/LEARNING STRATEGIES LEVEL 550

| OBJECTIVES                                                                                | RESOURCES AND FOCUS                                                                                                                                                                                             | INTEGRATION                                                                 |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 5. Identify academic class policies, eg. absence, tardiness, late papers, class behavior  | <u>Beyond Language</u> , p. 109-129<br><u>Issues For Today</u> , p. 3<br><u>ETC 5 Listening/Speaking</u> , Ch. 2<br><u>ETC 4 Listening/Speaking</u> , Ch. 10<br><br>REEP Orientation<br>College English syllabi | Test taking<br><br>Cross-culture: classroom expectations in other countries |
| CA/AV: <u>Invest</u> : Learning Skills; <u>ELLIS</u> : all lessons-vocabulary and culture |                                                                                                                                                                                                                 |                                                                             |

## TEST TAKING STRATEGIES 550

**Developmental Reading:** See "Reading Strategies" unit for reading objectives.

**Developmental Writing:** See "Essay Writing" unit for writing objectives.

**Unit Needs Assessment:** Students self-assess test taking skills and set goals for improvement.

Resources: Testwise, Chapter 8 (Test for Objective Testing)

| OBJECTIVE                                                                                                                                                               | RESOURCES AND FOCUS<br>A=academic focus; V=vocational focus; G=general focus                                                                                                                                                                                                                                                             | INTEGRATION                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify strategies or test preparation (standardized and classroom tests).                                                                                          | <u>Ready, Set, Study: Improving Your Study Skills</u> , Unit 7 (A,V)<br><u>Contemporary GED Writing Skills: New GED Test 1</u> , Ch. 7 (G)<br><u>How to Improve Your Study Skills</u> , Unit 4 (A)<br><u>Testwise</u> , Chapter 8 (A)<br><u>Study Skills for Students of English</u> , Unit 9 (A)                                        | Reading Strategies: SQ3R                                                                                                                                                                                                                  |
| 2. Interpret written and oral test instructions/protocol for standardized and classroom tests (eg. time constraints, tools permitted, asking questions, guessing, etc.) | <u>Contemporary GED Writing Skills: New GED Test 1</u> , Ch. 7 (G)<br><u>Testwise</u> , Chapter 8 (A)<br><u>Study Skills for Students of English</u> , Unit 9 (A)<br><u>Interactions II: Reading</u> , Unit 1 (G)<br><u>The Ability to Risk</u> , Unit 10: Test Taking (G, A)<br><u>Improving Aural Comprehension</u> , Unit 5-8 (G,A,V) | Study Skills:<br>Following Instructions<br>Asking for Clarification<br><br>Cross-culture: testing rules, instructions, protocol                                                                                                           |
| 3. Identify techniques/strategies for improving results in specific test formats:<br>true/false<br>matching<br>multiple choice<br>fill-ins<br>essay                     | <u>How to Improve Your Study Skills</u> , Unit 4 (G,A)<br><u>Testwise</u> , Chapters 7 and 8 (A)<br><u>Ability to Risk</u> , Unit 10 (G,A,V)                                                                                                                                                                                             | Essay Writing<br><br>Reading Strategies:<br>Main idea<br>Skimming, scanning<br><br>Structures (Clues for multiple choice and matching):<br>compound sentences<br>stems<br>matching phrases<br>subject/verb agreement<br>article agreement |

| TEST TAKING STRATEGIES 550                                                                                                                                                              |                                                                                                                                                                                                                                                                        |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| OBJECTIVES                                                                                                                                                                              | RESOURCES AND FOCUS                                                                                                                                                                                                                                                    | INTEGRATION                                         |
| 4. Identify general strategies for answering questions, eg.<br><br>intra-item/ inter-item cues<br>process of elimination<br>inference<br>guessing                                       | <u>Testwise</u> , Chapter 8 (A)<br><u>The Ability to Risk</u> , Unit 10 (G,A)                                                                                                                                                                                          | Reading Strategies:<br>SQ3R<br>Skimming<br>Scanning |
| 5. Given a test situation, employ strategies from objectives #1-4.                                                                                                                      | Timed standardized tests:<br><u>ESL Placement Test</u> , (University of Michigan) (A)<br><u>TOEFL Preparation Kit</u> (A)<br><u>TABE Test</u> , (V)<br><br>Timed essay tests: 45 minute topic for expository writing<br><br>Teacher-made tests<br>Tests from textbooks | Reading Strategies                                  |
| <b>CAVAV:</b> <u>Goal</u> ; <u>READY</u> ; <u>INVEST</u> : Reading Tier 2; <u>Prentice Hall TOEFL Software</u> ; <u>Invest</u> : Learning Skills ; <u>ELLIS</u> : listening activities. |                                                                                                                                                                                                                                                                        |                                                     |

## STRUCTURES-550

**NEEDS ASSESSMENT:** Teachers and students assess the structures that the class and individual students need to practice. Assessments can include diagnostic grammar tests as well as speech and writing samples.

**HOW TO USE STRUCTURE PAGES:** Individual structures have been integrated with appropriate objectives in the 550 units. However, work on structures should primarily be based on needs assessment.

| STRUCTURES                                                                                                                                                          | RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADJECTIVES:</b><br>clauses<br><br>comparative<br><br>superlative                                                                                                 | <u>Understanding and Using English Grammar; ch. 6</u><br><u>ETC 6 Grammar; ch. 4</u><br><u>Mastering American English; ex. 191-194, 201-202</u><br><br><u>ETC 6 Grammar; ch. 4</u><br><br><u>ETC 6 Grammar; ch. 4</u>                                                                                                                                                                                                                                                                                                                                    |
| <b>ADVERBIALS:</b><br>cause/reason<br><br>frequency<br>(often, never)<br><br>means<br>(quickly, slowly)<br><br>already/yet<br><br>when/while<br><br>very/too/enough | <u>Mastering American English; ex. 226, 227</u><br><u>Understanding and Using English Grammar; p. 303, 312</u><br><br><u>Mastering American English; ex. 117, 118, 122</u><br><u>Understanding and Using English Grammar; A 3</u><br><br><u>Mastering American English; ex. 135, 142-144, 225</u><br><br><u>Mastering American English; ex. 119</u><br><u>Understanding and Using English Grammar; p. 287, 326</u><br><br><u>Understanding and Using English Grammar; p. 297, 243, 328</u><br><br><u>Understanding and Using English Grammar; p. 177</u> |
| <b>ARTICLES:</b><br>definite<br><br>indefinite                                                                                                                      | <u>Understanding and Using English Grammar; p. A 20</u><br><br><u>Understanding and Using English Grammar; p. A 21</u>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>CONDITIONAL CLAUSES:</b><br>real present<br><br>unreal present                                                                                                   | <u>ETC 6 Grammar; ch. 10</u><br><u>Mastering American English; ex. 250</u><br><u>Understanding and Using English Grammar; p. 268</u><br><br><u>ETC 6 Grammar; ch. 10</u><br><u>Mastering American English; ex. 251</u><br><u>Understanding and Using English Grammar; p. 330</u>                                                                                                                                                                                                                                                                         |
| <b>CONJUNCTIONS:</b><br>and<br><br>but<br><br>either/neither<br><br>or                                                                                              | <u>Understanding and Using English Grammar; p. 287-291</u><br><br><u>Understanding and Using English Grammar; p. 287-291</u><br><br><u>Understanding and Using English Grammar; p. 291</u><br><br><u>Understanding and Using English Grammar; p. 287-291</u>                                                                                                                                                                                                                                                                                             |
| <b>MODAL VERBS:</b><br>could                                                                                                                                        | <u>ETC 6 Grammar; ch. 7</u><br><u>Understanding and Using English Grammar; p. 87-89, 109, 354</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| STRUCTURES-550              |                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                  | RESOURCES                                                                                                                                               |
| <b>MODAL VERBS: (cont.)</b> |                                                                                                                                                         |
| may                         | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 271<br><u>Understanding and Using English Grammar</u> ; p. 110                  |
| might                       | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Understanding and Using English Grammar</u> ; p. 75-80, 110, 354                                                     |
| must/have to                | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 267, 272<br><u>Understanding and Using English Grammar</u> ; p. 75-76           |
| should                      | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 152-155<br><u>Understanding and Using English Grammar</u> ; p. 78-80            |
| would                       | <u>ETC 6 Grammar</u> ; ch. 3, 7<br><u>Mastering American English</u> ; ex. 273<br><u>Understanding and Using English Grammar</u> ; p. 104, 112, 347-354 |
| would like (noun, to)       | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 273                                                                             |
| would rather/prefer         | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 274<br><u>Understanding and Using English Grammar</u> ; p. 106                  |
| perfect modals              | <u>ETC 6 Grammar</u> ; ch. 7<br><u>Mastering American English</u> ; ex. 157<br><u>Understanding and Using English Grammar</u> ; p. 81, 95-97, 109       |
| <b>REPORTED SPEECH:</b>     | <u>ETC 6 Grammar</u> ; ch. 9<br><u>Mastering American English</u> ; ex. 217-221<br><u>Understanding and Using English Grammar</u> ; p. 275              |
| <b>VERBS:</b>               |                                                                                                                                                         |
| passive                     | <u>ETC 6 Grammar</u> ; ch. 8<br><u>Mastering American English</u> ; ex. 145-147<br><u>Understanding and Using English Grammar</u> ; p. 120              |
| phrasal                     | <u>ETC 6 Grammar</u> ; ch. 8<br><u>Mastering American English</u> ; ex. 278-280                                                                         |
| sequence of tenses          | <u>ETC 6 Grammar</u> ; ch. 9<br><u>Mastering American English</u> ; ex. 211, 212<br><u>Understanding and Using English Grammar</u> ; p. 275             |
| future (will)               | <u>ETC 6 Grammar</u> ; ch. 5<br><u>Mastering American English</u> ; ex. 48, 52, 54<br><u>Understanding and Using English Grammar</u> ; p. 44-45         |

| STRUCTURES-550                  |                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| STRUCTURES                      | RESOURCES                                                                                                                       |
| <b>VERBS: (cont.)</b>           |                                                                                                                                 |
| future (going to)               | ETC 6 Grammar; ch. 5<br>Mastering American English; ex. 50, 53, 55<br>Understanding and Using English Grammar; p. 44, 45        |
| future (continuous)             | ETC 6 Grammar; ch. 5<br>Understanding and Using English Grammar; p. 51                                                          |
| imperative                      | Understanding and Using English Grammar; p. 73                                                                                  |
| past perfect<br>(continuous)    | Understanding and Using English Grammar; p. 27, 50                                                                              |
| present perfect<br>(continuous) | ETC 6 Grammar; ch. 1, 3<br>Mastering American English; ex. 93, 94, 99<br>Understanding and Using English Grammar; p. 29, 36, 48 |
| simple past<br>(continuous)     | Understanding and Using English Grammar; p. 2, 24                                                                               |
| simple present<br>(continuous)  | ETC 6 Grammar; ch. 6<br>Mastering American English; ex. 172, 175<br>Understanding and Using English Grammar; p. 11              |
| verb + gerund                   | ETC 6 Grammar; ch. 3, 6<br>Mastering American English; ex. 167-175<br>Understanding and Using English Grammar; ch. 4            |
| verb + infinitive               | Understanding and Using English Grammar; ch. 4                                                                                  |
| <b>QUESTIONS:</b>               |                                                                                                                                 |
| embedded                        | Understanding and Using English Grammar; ch. 7                                                                                  |
| tag                             | ETC 6 Grammar; ch. 1<br>Mastering American English; ex. 184<br>Understanding and Using English Grammar; A 14                    |
| wh                              | ETC 6 Grammar; ch. 1<br>Mastering American English; ex. 78-92<br>Understanding and Using English Grammar; A 8-11                |
| yes/no                          | ETC 6 Grammar; ch. 1                                                                                                            |



# **TRANSITION ESL CURRICULUM FOR INDIVIDUALIZED STUDY**

## Introduction to the Transition ESL Curriculum for Individualized Study

### Background on the Adult Learning Center

The REEP Adult Learning Center is a state of the art multi-media ESL classroom that is used for whole class instruction as well as walk-in instruction. For whole class instruction, learners work independently, in pairs, or in small groups on lessons and projects integrated into the competencies and topic areas within the General ESL curriculum (See Guide to Integrating Use of Computers into Language Instruction in the Appendices). The Adult Learning Center is also home to an open-entry, open-exit, walk-in program. At intake, learners take a placement test and work with a teacher to discuss learning goals. Based on the intake interview and results on the test, learners are placed into a curriculum customized to meet their language learning needs and their educational goals. Learners are given a folder which includes assignments, time sheet, and ongoing log of assignments completed. The folder serves as an ongoing record of learner progress. Through on-going dialogue with instructors, learners further refine and articulate their learning goals as well as to recognize and discuss their progress.

### Introduction to the Transition ESL Curriculum for Individualized Study

**Organization of the Curriculum.** Adult learners come to language learning with different strengths. In order to ensure their successful transition from adult ESL to either academic or vocational training, the *Transition ESL Curriculum for Individualized Study* has been developed. The curriculum is modular and consists of six skills-based units:

- building vocabulary
- note taking
- reading strategies
- test taking strategies
- using reference materials
- writing development

*The Transition ESL Curriculum for Individualized Study* both parallels and supports the 550 level curriculum, focusing on skills development key to ensuring learner success in advanced level study or training. It is designed for:

- 1) learners who have completed the 550 level, but still need to strengthen certain skills (such as writing development). The same curricular objectives may be used, but alternative materials may be substituted.
- 2) learners who have not studied in the 550 level, but who meet the entry level criteria for the 550 level and need to study on a individualized basis.

**Organization of each unit.** Each of the six units comprises between three and five specific, skills-based objectives. Learners work independently through modules designed to achieve these objectives. Each objective module includes carefully sequenced study, task, and performance evaluation components. Learners must work through a complete objective module before advancing to work in another module. This approach may be likened to lesson planning, in which learners work through introductory, practice, application, and evaluation activities in order to actively learn and demonstrate competence.

### SAMPLE OBJECTIVE MODULE

|                             |                                                                                                                                                                                                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective:</b>           |                                                                                                                                                                                                               |
| <b>STUDY:</b>               | The study component introduces learners to the module objective through background reading or computer tutorials.                                                                                             |
| <b>TASK:</b>                | The task component directs learners to complete assignments in order to further their understanding and to practice the skill.                                                                                |
| <b>EVALUATION:</b>          | Depending on the objective, the evaluation exercise serves to assess objectively a learner's ability to apply concepts learned, or as a self-evaluation of how well a learner understands concepts and ideas. |
| <b>EVALUATOR'S COMMENT:</b> | Signature/Date:                                                                                                                                                                                               |
| <b>STUDENT'S COMMENT:</b>   | Signature/Date:                                                                                                                                                                                               |

#### Using the Curriculum

**Needs assessment.** Learners work with a teacher to determine specific objectives for study which are based on the learner's future educational goals as well as the learner's self-perception of his/her strengths and weaknesses. In many cases, written evaluations from previous teachers or recommendations from an educational counselor may also play a role within the assessment process. Learners then read the unit objectives and select the units that will best help them meet their needs.

**Working through the units.** Learners work completely through one objective at a time. Because individualized study is self-paced, time on individual task as well as total time to complete an objective varies. Likewise, because units vary in the number of objective modules, the length of time to complete units also varies. Some learners may complete an entire module within three or four hours, especially if they have some familiarity with the objective. Writing objectives tend to take longer, because of the emphasis on the stages of the writing process.

**Evaluation.** Upon the completion of each component in a module, learners check with a teacher before continuing. Teachers monitor learner progress, and learners are free to ask teachers for help when needed. Upon the completion of the evaluation task, the learner and teacher meet to go over the learner's work within the module. Teachers record an evaluation of learner progress in the student folder in a space provided for progress on objectives. Learners write reflections on their progress in their folders, as well. In this way, learner progress is documented. These evaluative comments are important not only to the learner and the specific teacher making the comment, but to other teachers who may work with the learner.

Periodically, learners express an interest in working through an objective again. This is often the case with the building vocabulary and writing development units. Teachers can supplement additional activities or reference in assignments that they determine appropriate in assisting the learner in developing skills. Remarks concerning a learner's wish to continue working on an objective are recorded in the folder, as are the supplemental activities.

**Resources.** See individual units for resources related to specific objectives. A listing of all resources used in the Transition ESL Curriculum for Individualized Study follows the instructional units. For publishers' information, see Resource Appendices.

### Conclusion

Effective independent study makes for successful academic study and vocational training. Learners who are able to make informed decisions about what they study and are able to articulate the learning process will be able to handle new educational experiences with skill and confidence. By engaging the learner in setting goals and selecting the objectives to meet those goals, the curriculum encourages informed decision making. Because learners also evaluate their own progress within each module, the modular curricular design encourages review of the topic and reflection about the process of learning, both key ingredients in developing successful study skills. The modular approach is easily replicable. Using the modular curricular format, teachers and curriculum designers may develop modules targeted for learners at higher and lower proficiency levels.

## BUILDING VOCABULARY

**Unit Objective:** Students will be able to deduce or infer meaning of vocabulary items in context, using all available strategies and techniques.

**Performance Objectives:**

1. Use every available contextual clue to deduce word meaning in context.
  - a. Recognize the part of speech of the new word.
  - b. Associate the sentence and paragraph topic with word meaning.
  - c. Scan previous and subsequent sentences for additional clues to meaning.
2. Recognize roots and common prefix and suffix meanings.
3. Associate new words with known synonyms.



## Building Vocabulary

**1. Objective:** To use available contextual clues to deduce meaning of new word in context.

a. To recognize the parts of speech of new words.

**STUDY:** *Mosaic 1 - Grammar, pgs. 3-9*  
*Basic Vocabulary Builder 1, pgs. 46-47*

**TASK:** 1. *READY* (Topic of choice) and/or  
2. *GOAL : On the Job*, Vocabulary for level 3 reading  
3. *GOAL: On the Job*, level 3, Reading  
a. list new words.  
b. copy sentences the words are used in  
c. identify the part of speech of words in sentences

**EVALUATION:** *Focus On Editing; pg 84-85*

**EVALUATOR'S COMMENT:** \_\_\_\_\_ **Signature/Date:** \_\_\_\_\_

STUDENT'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_

b. To associate the sentence and paragraph topic with the meaning of the new word.

c. To scan previous and subsequent sentences for clues to meaning of new word.

**STUDY:** *BLS Vocabulary Skills, disk 2*  
*Study Skills for Students of English, pg. 68*

**TASK:** 1. *READY* (Topic of choice) and/or  
2. *GOAL: On the Job*, level 4, Vocabulary  
*GOAL: On the Job*, level 4, Reading

**EVALUATION:** *Study Skills for Students of English*, pgs. 69-74

EVALUATOR'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_

STUDENT'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_



## Building Vocabulary

**2. Objective:** To recognize roots and learn common prefix and suffix meanings:

**STUDY:** *BLS Vocabulary Skills*, disk 1 and/or  
*BLS Structural Analysis of Words*, disk 2  
*MECC: Prefix Power* (If extra work is needed)  
*MECC: Suffix Sense* (If extra work is needed)

**TASK:** *Getting a Fix on Vocabulary*, lessons 2-6

**EVALUATION:** *Study Skills for Students of English* pgs. 47-53

**EVALUATOR'S COMMENT:** Signature/Date:

**STUDENT'S COMMENT:** Signature/Date:

**3. Objective:** To associate new words with synonyms

**STUDY:** *Word Attack Plus*  
*Basic Vocabulary Builder 2*, pgs. 56-61

**TASK:** After learning new words from the word lists on *Word Attack Plus*, list as many synonyms as you can for the new word. Write original sentences for the new words.

**EVALUATION:** *504 Absolutely Essential Words*, chapter 16 with quiz.

**EVALUATOR'S COMMENT:** Signature/Date:

**STUDENT'S COMMENT:** Signature/Date:

# NOTE TAKING

**Unit Objective:** Students will be able to take effective notes from lectures and readings. They will analyze and improve their own style of note taking.

**Performance Objectives:**

1. Learn note taking strategies such as, abbreviations; article, preposition and auxiliary deletion to aid them in taking fast, comprehensible notes.
2. Learn techniques for organizing information; i.e. outlining, highlighting, listing, using margin notes and patterning (Using diagrams, charts and pictures).
3. Discriminate the main points and important details from the anecdotal and unimportant information that is spoken and written.

**1. Objective:** To learn note taking strategies such as, abbreviations and deletion of articles, prepositions and auxiliaries.

**STUDY:** *Study Skills for Students of English* pg. 185-186 (first column), 194-198  
*How to Improve Your Study Skills*, pg. 30  
*Improving Aural Comprehension*, Unit 2, lessons, 9-12

**TASK:** *Interactions II*, (Listening), chap. 1

**EVALUATION:** *Study Skills for Students of English* pg. 198-202 (with tape)

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## NOTE TAKING

**2. Objective:** To learn techniques for organizing information; outlining, highlighting, listing and margin notes.

**STUDY:** *How to Improve Your Study Skills*, pgs. 23-29  
*Interactions II*, (Listening), chap. 2

**TASK:** *Study Skills for Students of English* pgs. 187, exercise 7.1

**EVALUATION:** *How to Improve Your Study Skills*, pgs. 31, activity 3.11  
*Study Skills for Students of English* pg. 188, exercise 7.3

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

**3. Objective:** To discriminate main points and important details from unimportant information that is written and spoken.

**STUDY:** *BLS Reading Interpretations* (choose according to level)

**TASK:** *Strategies in Listening*, unit 19 and/or  
*Interactions II*, (Listening) chap. 3

**EVALUATION:** Make notes for the following passages. List the main points and important details.

Listening: *Interactions II*, (Listening) chap. 4

Reading: *READY* - Topic of choice

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

# READING STRATEGIES

**Unit Objective:** Students will improve their vocabulary, comprehension and speed in reading. Students will learn to predict, scan, skim, summarize and infer.

**Performance Objectives:**

1. Learn the study technique of SQ3R - Survey, Question, Read, Recite and Review.
2. Identify main ideas and details from a reading.
3. Determine the author's purpose by distinguishing between fact and opinion, fact and fiction and making inferences.
4. Chart reading speed and learn ways to increase their speed.
- 5.- Skim for main ideas and scan for specific information.

**1. Objective: To learn and practice the technique of SQ3R - Survey, Question, Read, Recite and Review.**

**STUDY:** *How to Improve Your Study Skills*, activity 2.11, pgs. 15-17

**TASK:**

1. *Study Skills for Students of English* Exercise 6-6, pgs.155-156
2. Use the SQ3R method to read an article of your choice. Underline the key words and phrases, topic and summary sentences.

**SURVEY** - Read the first 2 paragraphs. Read the first sentence in the subsequent paragraphs. Read the last two paragraphs.

**QUESTION** - Write down questions you think of after looking at the title, pictures and the survey reading.

**READ** - Read the article as quickly as possible for meaning.

**RECITE** - Recite the main ideas orally and/or in writing.

**REVIEW** - Re-read your notes 2 or 3 days later.

**EVALUATION:** Explain the steps of SQ3R and discuss how this technique worked for you. Give examples from your task readings. Write your answer in paragraph form.

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## READING STRATEGIES

**2. Objective:** To identify main ideas and details from a reading.

**STUDY:** *How to Improve Your Study Skills*, pg. 56  
*Study Skills for Students of English* pgs. 122-126  
*BLS 100 Reading Interpretations I*, disk 1 score \_\_\_\_\_  
*BLS 100 Reading Interpretations II*, disk 1 score \_\_\_\_\_  
 or  
*BLS 200 Reading Interpretations I*, disk 1 score \_\_\_\_\_  
*BLS 200 Reading Interpretations II*, disk 1 score \_\_\_\_\_  
 (Choose 1 or 2 lessons according to reading level)

**TASK:** *Interactions II (Reading) Unit 1*

**EVALUATION:** *How to Improve Your Study Skills*, Activity 5-1, pg. 57 and Activity 5-2, pgs. 58-59

EVALUATOR'S COMMENT:

Signature/Date: \_\_\_\_\_

**STUDENT'S COMMENT:**

Signature/Date: \_\_\_\_\_



## READING STRATEGIES

**3. To distinguish between fact and opinion, fact and fiction, and to make inferences to determine author's purpose.**

**STUDY:** *BLS 100 Reading Interpretations, disk 2* score \_\_\_\_\_  
or  
*BLS 200 Reading Interpretations I, disk 2* score \_\_\_\_\_  
or  
*BLS 200 Reading Interpretations II, disk 2* score \_\_\_\_\_  
*BLS 200 Reading Interpretations II, disk 3* score \_\_\_\_\_

**TASK:** *Reading For Meaning, unit 9, pgs. 74-81*  
*Americana Articles, volume II, pgs. 116-119*

**EVALUATION:** *Invest*, Tier 2 reading, "Author" Purpose" 2 readings

EVALUATOR'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_

STUDENT'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_

**4. Objective: To increase reading speed**

**STUDY:** *The Readers Journal*, pgs. 12-14  
*How to Improve Your Study Skills*, Unit 6 pgs. 56-99  
 Note to teacher: Student will have to be timed on some of the readings

**TASK:** *Reading Power*, pgs. 187-188, 193-194 (timed readings)  
*Read and Roll* (timed reading)

**EVALUATION:** *How to Improve Your Study Skills*, pg. 100, Unit Review, part 1, 2 and 3.

Keep a chart for a week of timed readings. (Use the chart at the end of this unit). Write a paragraph about your experience is using the techniques studied and evaluate your progress. Have your speed and comprehension improved?

EVALUATOR'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_

STUDENT'S COMMENT: \_\_\_\_\_ Signature/Date: \_\_\_\_\_



## READING STRATEGIES

**5. Objective: To skim for main ideas and scan texts for specific information.**

**STUDY:** *How to Improve Your Study Skills*, Unit 7, pgs. 104-129

**TASK:** *Reading Power*, pg. 42 and 43, pgs. 148 and 149  
*READY* (topic of choice)

**EVALUATION:** *How to Improve Your Study Skills*, pgs. 130  
*Reading Power*, pg. 151 (Timed reading) and pgs. 44-45

**EVALUATOR'S COMMENT:** \_\_\_\_\_ Signature/Date: \_\_\_\_\_

**STUDENT'S COMMENT:** \_\_\_\_\_ Signature/Date: \_\_\_\_\_

### SPEED -READING CHART

| Date | Average<br>number of<br>words per line | Number of<br>lines | Number of<br>minutes | Rates in words<br>per minute |
|------|----------------------------------------|--------------------|----------------------|------------------------------|
|      |                                        |                    |                      |                              |
|      |                                        |                    |                      |                              |
|      |                                        |                    |                      |                              |
|      |                                        |                    |                      |                              |
|      |                                        |                    |                      |                              |

**Example:**

|                                        |     |     |
|----------------------------------------|-----|-----|
| 1. number of lines read                | 100 |     |
| 2. average number of words<br>per line |     | X6  |
| <hr/>                                  |     |     |
| 3. total words read                    | 600 |     |
| 4. total words read                    | 600 |     |
| 5. number of minutes read              |     | 3   |
| <hr/>                                  |     |     |
| 6. rate in words per minute            |     | 200 |

# TEST TAKING STRATEGIES

**Unit Objective:** Students will familiarize themselves with standardized tests and learn test-taking strategies.

**Performance Objectives:**

1. Learn strategies for test preparation.
2. Learn test-taking protocol.
3. Become familiar with various types of test questions in different skill areas and learn strategies for answering questions, such as process of elimination, inference and guessing.

**1. Objective: To learn strategies for test taking preparation.**

**STUDY:**

1. Read: *How to Improve your Study Skills*, pgs. 34-36
2. List the steps you take to prepare for an exam.
3. Read: *How to Improve Your Study Skills*, pgs. 37-42

**TASK:** Summarize your reading:

- a. Explain the layers of memory: what happens in each layer?  
How do you prepare for each?
- b. List steps to prepare for a test.
- c. List tips for relieving anxiety that work for you.

**EVALUATION:** Summarize orally the answers to the questions above.

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## TEST TAKING

### 2. Objective: To learn test-taking protocol.

**TASK:** Answer these questions. If you're not sure, write "I don't know."

1. Should you ask questions before the test is given?  
If yes, what kind of questions are appropriate?
2. Is it necessary to bring pencils and pens to the test room?
3. Is it permissible to talk to other students during a test? Why, why not?
4. If you look at another students work, during a test, what can happen?

Discuss the answers with the teacher.

**EVALUATION:** Write a paragraph explaining test-taking protocol.

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

### 3. Objective: To become familiar with different types of test questions and to learn strategies for answering them.

**STUDY:** Read: *How to Improve your Study Skills*, pg. 43, Activity 4.5  
Make a list of your own test-taking strategies.  
Read: *How to Improve Your Study Skills*, pgs. 44-51  
Listening: *Improving Aural Comprehension*, Unit 1 and 3  
*The TABE Test*, vocabulary and reading sections  
*TOEFL Practice Test*

**TASK:** *How to Improve Your Study Skills*, pg. 51, activity 4.7 & pg. 51, activity 4.8

**EVALUATION:** *How to Improve Your Study Skills*, pg. 53-54 score: \_\_\_\_\_

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

# WRITING DEVELOPMENT

**Unit Objective:** Students will improve their writing by working on a variety of writing tasks concentrating on different skills.

**Performance Objectives:**

1. Identify complete sentences and write sentences in correct word order.
2. Use correct punctuation; end punctuation, commas, quotation marks, and use correct capitalization.
3. Identify main idea and supporting details and write topic sentences.
4. Identify and use the elements of the writing process; pre-writing to publication.
5. Learn business letter format.
6. Do research and write a report.

**1. Objective: To identify complete sentences and write sentences in correct word order.**

**STUDY:** *Descriptive: Sentence Sense*  
*Contemporary's Pre GED Writing and Language Skills; pgs. 8-13*

**TASK:** Write a paragraph describing the Learning Center. Try to include sights, sounds and smells. After writing your paragraph, check for:

|                               |       |
|-------------------------------|-------|
| a. relevant sentences         | _____ |
| b. correct spelling           | _____ |
| c. end punctuation            | _____ |
| d. correct capitalization     | _____ |
| e. subject and verb agreement | _____ |

**EVALUATION:** *GED Writing Skills, pgs. 34*

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## WRITING DEVELOPMENT

**2. To use correct punctuation; end punctuation, commas, quotation marks, correct capitalization and paragraph format.**

**STUDY:** *Diascriptive: Sentence Mechanics* (Take diagnostic test for level)  
*Strategies for Success-Writing*; Capitalization: pgs. 9-12, 14-15, 17-19  
Punctuation: pgs. 27-30, 32-34, 36-37

**TASK:**

1. Answer questions on the Writing Assessment work sheet.
2. Write a paragraph: *What is difficult about writing for you?*
3. After writing your paragraph, check for:
  - a. correct spelling \_\_\_\_\_
  - b. correct punctuation \_\_\_\_\_
  - c. correct capitalization \_\_\_\_\_
  - d. relevant sentences \_\_\_\_\_
  - e. subject and verb agreement \_\_\_\_\_
  - f. paragraph indentation \_\_\_\_\_

**EVALUATION:** *GED Writing, Self Test*, pgs. 13, 16, 31, 35, 38 (Record scores.)

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

**3. To identify main idea and supporting details and write topic sentences.**

**STUDY:** *Diascriptive: Sentence Sense*, lesson 4 (score) \_\_\_\_\_  
*English Workout*, pgs. 190-191; *Ready to Write*, chapter 2, 7-13

**TASK:** *English Workout*, pgs. 193-194

**EVALUATION:**

1. Write a list of supporting details for one of the topic sentences:
  - a. My hometown is a special place.
  - b. Exercise is important for good health.
  - c. Getting credit is not easy.
2. Make sure all the supporting details are relevant.
3. Write the topic and supporting sentences into a paragraph.
4. Check your paragraph for: correct punctuation and capitalization and complete sentences with a subject and verb.

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## WRITING DEVELOPMENT

### 4. Identify and use the elements of the writing process; pre-writing to publication.

**STUDY:** Focus Group

**TASK:** *The Write Stuff - Putting it in Paragraphs*; pgs. 1-13  
*Diagnostic: Sentence Sense* (do diagnostic to determine appropriate level)

**EVALUATION:** Choose a topic and write one paragraph.  
a. Finding A Job In The U.S.A.  
b. What Surprised Me About The U.S.  
c. A Family Member

Check off when used and completed:

|                                         |                                        |                                                  |
|-----------------------------------------|----------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> prewriting     | <input type="checkbox"/> first writing | <input type="checkbox"/> conference              |
| <input type="checkbox"/> second writing | <input type="checkbox"/> editing       | <input type="checkbox"/> final edit with teacher |
| <input type="checkbox"/> publishing     |                                        |                                                  |

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

### 5. To learn business letter format.

**STUDY:** *How to Write for Every Day Living (business letter)*  
*Business Correspondence*: chapter 1, pgs. 8-16

**TASK:** 1. Retype on WP5.1: *Ready to Write*; pg. 4. Proof read your letter.

**EVALUATION:** 2. *Business Correspondence*; pg. 17

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:



## WRITING DEVELOPMENT

### 6. Do research and write a report.

**STUDY:** *How to Write for Every Day Living - Lists and Outlines*  
*The Ability to Risk*, unit 9

**TASK:** Choose a country that you would like to visit. You will research this country.

1. Make a list of questions you have about this country.
2. Do PC Globe Worksheet #1
3. Look for other information on PC Globe you are interested in.
4. Use Compton's Encyclopedia to find other information.
5. Do PC Globe Worksheet #2.

\_\_\_\_ first writing  
\_\_\_\_ edit

\_\_\_\_ conference  
\_\_\_\_ final edit

\_\_\_\_ second draft  
\_\_\_\_ third writing

**EVALUATION:** Ongoing throughout this unit.

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## WRITING ASSESSMENT WORKSHEET

What do you think is most difficult in writing in English?

Put these in the order of most difficult. (1 = most difficult)

- \_\_\_\_ good ideas
- \_\_\_\_ keeping to the main idea
- \_\_\_\_ good organization
- \_\_\_\_ correct grammar
- \_\_\_\_ clear meaning
- \_\_\_\_ writing enough
- \_\_\_\_ neat handwriting
- \_\_\_\_ correct punctuation
- \_\_\_\_ knowing enough vocabulary
- \_\_\_\_ correct spelling
- \_\_\_\_ writing complex sentences

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## USING REFERENCE MATERIALS

**Unit Objectives:** To increase use of reference materials.

**Performance Objectives:**

1. Become familiar with the dictionary key for pronunciation and phonetic spelling.
2. Identify components of a dictionary entry.
3. Locate the correct entry for an unknown word.
4. Use the Encyclopedia to obtain information for a written report.

**1. Objective:** To become familiar with the dictionary key for pronunciation and phonetic spelling.

**STUDY:** *Longman Dictionary of American English Workbook*; pgs. 16 -23

**TASK:** *How to Improve Your Study Skills*; Activity 8-7, pg. 140

**EVALUATION:** Evaluation worksheet (attached)

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## USING REFERENCE MATERIALS

### 2. Objective: To identify components of a dictionary entry.

**STUDY:** *How to Improve Your Study Skills*, 134-139 (top)

**TASK:** *Invest*, Tier 2, reading 4-6, Management lesson 884

**EVALUATION:** *How to Improve Your Study Skills*, Activity 8-10, pg. 144

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

### 3. Objective: To locate the correct entry for an unknown word.

**Study:** *Longman Dictionary of American English Workbook*, Unit 4 pgs. 33-36, 39-40

**TASK:** *Longman Dictionary of American English Workbook*, page 37

**EVALUATION:** *Longman Dictionary of American English Workbook*, page 41

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## USING REFERENCE MATERIALS

**4. Objective:** To use the Encyclopedia to obtain information for a written report.

**STUDY:** *The Ability to Risk*, pgs. 125-128  
*Invest*, Tier 3, Reading 7-8, lessons 158 -159 scores: \_\_\_\_\_

**TASK:** From the list of topics below choose one that is completely new to you. Use the encyclopedia to get information about the topic. Write a list of the most important facts for that topic.

|                 |                      |
|-----------------|----------------------|
| Vachel Lindsay  | Liver diseases       |
| sausage         | How neon light works |
| Japanese Kabuki | AIDS                 |
| Batik           | penicillin           |

**EVALUATION:** Choose a topic from the above list or a topic of interest to you. Research the topic and write a short essay (3 paragraphs). List all your sources of information.

Check for:  
Do you have an introduction?  
Do you have detail in you main body of the essay?  
Do you have a conclusion?

**EVALUATOR'S COMMENT:**

Signature/Date:

**STUDENT'S COMMENT:**

Signature/Date:

## Using Reference Materials

### Objective 1 Evaluation

Below are dictionary pronunciations for some common words. Write the correct spelling for each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Write the pronunciation symbol for each of the following words.

1. eight \_\_\_\_\_
2. height \_\_\_\_\_
3. receive \_\_\_\_\_
4. later \_\_\_\_\_
5. latter \_\_\_\_\_

Write the phrase with correct spelling.

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## RESOURCES

### TRANSITION ESL CURRICULUM FOR INDIVIDUALIZED STUDY

*The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units. See the bibliography at the end of this document for publishers' information.*

#### TEXTS

504 Absolutely Essential Words  
Ability to Risk  
Americana Articles  
Basic Vocabulary Builder  
Business Correspondence  
Contemporary's Pre-GED Writing and Language Skills  
English Workout  
Focus on Editing  
GED Writing Skills  
Getting a Fix on Vocabulary  
How to Improve Your Study Skills  
How to Write for Everyday Living  
Improving Aural Comprehension  
Interactions II  
Longman Dictionary of American English: Workbook  
Mastering Vocabulary  
Mosaic 1: Grammar  
Reader's Journal  
Reading for Meaning  
Reading Power  
Ready to Write  
Strategies for Success-Writing  
Strategies in Listening

Study Skills for Students of English  
Write Stuff

#### CAI/AV

BLS: Reading Interpretations  
BLS: Structural Analysis of Words  
BLS: Vocabulary Skills  
Diascriptive: Sentence Mechanics  
Diascriptive: Sentence Sense  
Goal  
Invest  
MECC: Prefix Power  
MECC: Suffix Sense  
Read N Roll  
Ready



## APPENDICES

- \* INSTRUCTIONAL SUPPLEMENTS
- \* TEACHING APPENDICES
- \* LEARNER NEEDS ASSESSMENT APPENDICES
- \* LEARNER EVALUATION APPENDICES

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## **INSTRUCTIONAL SUPPLEMENTS**

- INDEX OF OBJECTIVES
- OVERVIEW OF FUNCTIONS BY LEVEL
- APPROACH TO STRUCTURES AND OVERVIEW OF STRUCTURES BY LEVEL
- APPROACH TO CROSS-CULTURAL ISSUES
- GUIDE TO INTEGRATING COMPUTERS INTO LANGUAGE INSTRUCTION

## INDEX OF PERFORMANCE OBJECTIVES AND COMPETENCIES

This index provides an overview of the competencies and life skill performance objectives at levels 100-450 each level. The index is organized alphabetically by life skill topic (except for **Getting Started**, which is the first unit to be covered at each level). Within the units, the competencies are organized chronologically, i.e. as they appear in the curriculum (100 objectives first, etc.)

|                                                               | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|---------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>GETTING STARTED/PERSONAL IDENTIFICATION</b>                |     |     |     |     |     |     |     |
| Describe self/others                                          | *   | *   | *   | *   | *   | *   |     |
| Complete personal data form                                   | *   | *   | *   | *   | *   | *   | *   |
| Introduce self/others                                         | *   | *   | *   | *   |     | *   | *   |
| Identify family                                               | *   | *   | *   | *   |     |     |     |
| Locate points on map<br>(also see <b>Transportation</b> Unit) | *   | *   | *   | *   | *   | *   |     |
| Identify school rules                                         | *   | *   | *   | *   | *   | *   | *   |
| Respond to school policies/emergency procedures               | *   | *   | *   | *   | *   | *   | *   |
| Greet/take leave                                              | *   | *   |     |     |     | *   | *   |
| Describe future goals (also see <b>Work</b> Unit)             |     | *   | *   | *   | *   | *   | *   |
| Identify reasons for coming to U.S.                           |     |     | *   | *   | *   |     | *   |
| Give directions to/from school                                |     |     |     |     |     | *   |     |
| Describe native country/hometown                              |     |     |     |     |     | *   |     |
| Issue/respond to invitations                                  |     |     |     |     |     |     | *   |
| Compare hometown to Arlington                                 |     |     |     |     |     |     | *   |
| <b>CIVICS/GOVERNMENT</b>                                      |     |     |     |     |     |     |     |
| Identify levels/functions of government                       |     |     |     |     | *   | *   | *   |
| Identify/explain: rights/responsibilities                     |     |     |     |     | *   | *   | *   |
| Compare/contrast: U.S. and native country                     |     |     |     |     | *   | *   | *   |
| <b>CLASSROOM/HOUSING</b>                                      |     |     |     |     |     |     |     |
| Respond to commands                                           | *   |     |     |     |     |     |     |
| Identify objects/furniture/rooms/signs                        | *   |     |     |     |     |     |     |
| Identify/Describe residence                                   | *   | *   |     |     |     |     |     |
| Describe location of furniture                                | *   | *   |     |     |     |     |     |
| Inquire about housing                                         |     | *   | *   | *   |     |     |     |
| Complete housing application                                  |     | *   |     | *   |     |     |     |
| Interpret abbreviations                                       |     |     | *   | *   |     |     |     |
| State problems                                                |     |     | *   |     |     |     |     |
| Request repairs                                               |     |     | *   |     |     |     |     |

|                                                                                   | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|-----------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>CLASSROOM/HOUSING (con't)</b>                                                  |     |     |     |     |     |     |     |
| State preferences                                                                 |     |     |     | *   |     |     |     |
| State rules/regulations                                                           |     |     |     | *   |     |     |     |
| State usage/storage of dangerous items<br>(also see <i>Health</i> Unit)           |     |     |     | *   |     |     |     |
| <b>CONSUMERISM/COMMUNITY</b>                                                      |     |     |     |     |     |     |     |
| Identify food/clothing items                                                      | *   | *   |     |     |     |     |     |
| Request food/clothing items                                                       | *   | *   | *   |     |     |     |     |
| Request information (e.g. price, location,<br>hours, credit cards) or services    | *   | *   | *   | *   | *   | *   | *   |
| Express likes/dislikes/needs/complaints                                           | *   | *   | *   |     | *   | *   | *   |
| Address an envelope                                                               | *   | *   |     |     |     |     |     |
| Make request at post office                                                       | *   | *   |     |     |     |     |     |
| Describe clothing                                                                 |     | *   |     |     |     |     |     |
| Exchange/return merchandise                                                       |     |     | *   | *   | *   |     |     |
| Read/explain labels                                                               |     |     | *   |     |     |     |     |
| Give/follow instructions                                                          |     |     | *   | *   |     |     |     |
| Identify local services                                                           |     |     | *   | *   |     |     |     |
| Fill out forms and applications (e.g. credit<br>card, library, loan, post office) |     |     | *   | *   | *   | *   | *   |
| Identify ways to economize                                                        |     |     |     | *   | *   |     |     |
| Select checking/saving accounts                                                   |     |     |     |     |     | *   |     |
| <b>HEALTH</b>                                                                     |     |     |     |     |     |     |     |
| Identify body parts/organs                                                        | *   | *   |     | *   |     |     |     |
| Describe illnesses/injuries                                                       | *   | *   | *   | *   | *   | *   | *   |
| Complete health form                                                              | *   | *   | *   | *   | *   | *   | *   |
| Ask for/give advice                                                               |     | *   |     |     |     | *   | *   |
| Respond to instructions                                                           |     | *   |     | *   |     |     |     |
| Express sympathy                                                                  |     | *   |     |     |     |     | *   |
| Make appointment                                                                  |     |     | *   | *   |     | *   |     |
| Inquire: e.g. health care, classes, location of<br>items, issues, services        |     |     | *   | *   | *   |     | *   |
| Explain absence (also see <i>Work</i> Unit)                                       |     |     | *   |     | *   | *   |     |
| Suggest remedies                                                                  |     |     | *   |     |     |     |     |
| Read/explain medicine labels                                                      |     |     |     | *   | *   | *   |     |
| Request to leave early (also see <i>Work</i> Unit)                                |     |     |     |     | *   |     |     |

|                                                                       | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|-----------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>HEALTH (cont)</b>                                                  |     |     |     |     |     |     |     |
| Request classification                                                |     |     |     |     | *   |     |     |
| State safety precautions                                              |     |     |     |     |     | *   |     |
| <b>HOLIDAY/SPECIAL OCCASION</b>                                       |     |     |     |     |     |     |     |
| Identify holiday and reason for celebration                           | *   | *   | *   | *   | *   | *   | *   |
| Describe how/when celebrated                                          | *   | *   | *   | *   | *   | *   | *   |
| Identify historical facts, figures, events                            | *   | *   | *   | *   | *   | *   | *   |
| Describe holiday in native country                                    |     |     | *   | *   |     |     |     |
| Compare/contrast holidays                                             |     |     |     |     | *   | *   | *   |
| <b>LEGAL</b>                                                          |     |     |     |     |     |     |     |
| Describe child/criminal                                               |     |     |     |     | *   |     |     |
| Describe/report crime                                                 |     |     |     |     | *   | *   | *   |
| Discuss legal issue: resources, problems, solutions, consequences     |     |     |     |     | *   | *   | *   |
| Request information/assistance                                        |     |     |     |     | *   | *   | *   |
| State rights/responsibilities<br>(see also <i>Work, Civics</i> Units) |     |     |     |     |     | *   | *   |
| <b>MEDIA</b>                                                          |     |     |     |     |     |     |     |
| Identify newspaper section                                            |     |     |     |     |     | *   |     |
| Use newspaper index                                                   |     |     |     |     |     | *   |     |
| Make predictions/identify main idea                                   |     |     |     |     |     | *   | *   |
| Identify product, audience, message                                   |     |     |     |     |     | *   | *   |
| Interpret weather forecast                                            |     |     |     |     |     | *   |     |
| State preferences/opinion                                             |     |     |     |     |     | *   | *   |
| Request information: scheduling, activities                           |     |     |     |     |     | *   | *   |
| Describe/compare coverage: TV/radio                                   |     |     |     |     |     |     | *   |
| Identify fact/opinion                                                 |     |     |     |     |     |     | *   |
| Summarize news item                                                   |     |     |     |     |     |     | *   |
| <b>MONEY/BANKING</b>                                                  |     |     |     |     |     |     |     |
| Identify coins, bills                                                 | *   |     |     |     |     |     |     |
| Ask price                                                             | *   | *   |     |     |     |     |     |
| Produce amounts                                                       | *   | *   |     |     |     |     |     |
| Request/produce change                                                | *   |     |     |     |     |     |     |
| Request/complete money-related forms                                  | *   | *   | *   | *   |     |     |     |
| Indicate incorrect change                                             |     | *   | *   |     |     |     |     |

|                                             | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|---------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>MONEY/BANKING (con't)</b>                |     |     |     |     |     |     |     |
| Identify people/items in bank               |     | *   |     |     |     |     |     |
| Request service: bank                       |     | *   | *   | *   |     |     |     |
| Identify banking terms                      |     |     | *   |     |     |     |     |
| <b>TELEPHONE</b>                            |     |     |     |     |     |     |     |
| Call 911 (also see <i>Health</i> Unit)      | *   | *   | *   | *   |     |     |     |
| Write phone numbers                         |     | *   | *   |     |     |     |     |
| Take/leave message                          |     | *   | *   |     | *   | *   | *   |
| Locate names, numbers, area codes           |     | *   | *   |     | *   |     | *   |
| Give/follow instructions                    |     | *   | *   |     |     |     |     |
| Request service/information/specific person |     | *   |     | *   | *   | *   | *   |
| - Respond to wrong number                   |     |     | *   | *   |     |     | *   |
| Extend invitation                           |     |     | *   |     |     |     |     |
| Request/respond to clarification            |     |     | *   |     |     |     |     |
| Make operator-assisted call                 |     |     |     | *   |     |     |     |
| Interpret recorded messages                 |     |     |     | *   | *   | *   | *   |
| Interpret phone bill                        |     |     |     |     | *   |     |     |
| Leave recorded message                      |     |     |     |     |     | *   |     |
| Record phone message                        |     |     |     |     |     | *   |     |
| Accept/decline invitations                  |     |     |     |     |     |     | *   |
| Compare phone plans                         |     |     |     |     |     |     | *   |
| <b>TIME/WEATHER</b>                         |     |     |     |     |     |     |     |
| Tell time                                   | *   | *   |     |     |     |     |     |
| Write times                                 | *   | *   |     |     |     |     |     |
| Read/write dates                            | *   | *   |     |     |     |     |     |
| Describe daily routine                      | *   | *   |     |     |     |     |     |
| Describe weather                            | *   | *   |     |     |     |     |     |
| Interpret weather map                       |     | *   |     |     |     |     |     |
| <b>TRANSPORTATION</b>                       |     |     |     |     |     |     |     |
| Identify types/describe use                 | *   | *   | *   |     |     |     |     |
| Give/follow instructions                    | *   | *   | *   | *   | *   | *   | *   |
| Interpret maps                              | *   | *   |     | *   | *   | *   | *   |
| Identify traffic signs/symbols              | *   | *   | *   | *   | *   |     | *   |
| Request information/services                | *   | *   |     | *   | *   |     |     |
| Explain traffic rules                       |     |     | *   |     | *   |     | *   |



|                                                                                                          | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|----------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>TRANSPORTATION (con't)</b>                                                                            |     |     |     |     |     |     |     |
| Identify car parts                                                                                       |     |     | *   |     |     |     |     |
| Describe car problems/request service                                                                    |     |     | *   |     | *   |     | *   |
| Plan a trip                                                                                              |     |     |     | *   |     | *   |     |
| Interpret parking tickets                                                                                |     |     |     |     | *   |     |     |
| Make appointment for drivers' test                                                                       |     |     |     |     |     | *   |     |
| Complete drivers' license application                                                                    |     |     |     |     |     | *   | *   |
| Report crime/accident                                                                                    |     |     |     |     |     | *   | *   |
| Complete accident form                                                                                   |     |     |     |     |     | *   | *   |
| <b>U.S. HISTORY</b>                                                                                      |     |     |     |     |     |     |     |
| Describe events, issues, figures                                                                         |     |     |     |     | *   | *   | *   |
| State causes and effects                                                                                 |     |     |     |     | *   | *   | *   |
| Describe historical period in own country                                                                |     |     |     |     | *   | *   |     |
| Compare/contrast with native country                                                                     |     |     |     |     |     |     | *   |
| <b>WORK</b>                                                                                              |     |     |     |     |     |     |     |
| Identify job titles, etc.                                                                                | *   | *   |     |     |     |     |     |
| Describe experience                                                                                      | *   | *   | *   | *   | *   | *   | *   |
| Fill out application/work related forms                                                                  | *   | *   | *   | *   | *   | *   | *   |
| Give/Follow instructions                                                                                 | *   | *   | *   | *   | *   | *   | *   |
| Identify signs                                                                                           | *   | *   |     |     |     |     |     |
| Report lateness/absence/need to leave early<br>(also see <i>Health Unit</i> )                            |     | *   | *   |     |     |     |     |
| Request/Identify/Inquire about job<br>possibilities/duties                                               |     | *   | *   | *   | *   | *   | *   |
| Participate in job interview                                                                             |     |     | *   | *   | *   | *   | *   |
| Request/provide assistance                                                                               |     |     | *   |     |     |     |     |
| Respond to/request clarification                                                                         |     |     | *   | *   | *   | *   | *   |
| Request/give directions                                                                                  |     |     |     | *   |     |     |     |
| Read W2 form                                                                                             |     |     |     | *   |     |     |     |
| Read pay stub                                                                                            |     |     |     | *   | *   |     |     |
| Interpret want ads/job announcements                                                                     |     |     |     |     | *   | *   | *   |
| Identify/request health/safety/emergency<br>procedures/issues<br>(also see <i>Getting Started Unit</i> ) |     |     |     |     | *   | *   | *   |
| Request schedule change                                                                                  |     |     |     |     |     | *   |     |
| Apologize/respond to apologies                                                                           |     |     |     |     |     | *   | *   |

|                                            | 100 | 150 | 200 | 250 | 300 | 350 | 450 |
|--------------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| <b>WORK (con't)</b>                        |     |     |     |     |     |     |     |
| Respond to criticism/praise                |     |     |     |     |     | *   | *   |
| Offer/respond to suggestions               |     |     |     |     |     | *   |     |
| Identify problems, solutions, consequences |     |     |     |     |     | *   | *   |
| Identify worker rights/responsibilities    |     |     |     |     |     |     | *   |
| Write resume                               |     |     |     |     |     |     | *   |
| Make appointment for interview             |     |     |     |     |     |     | *   |
| Write thank-you note                       |     |     |     |     |     |     | *   |
| Conduct follow-up call                     |     |     |     |     |     |     | *   |
| Request promotion/raise                    |     |     |     |     |     |     | *   |
| Identify obstacles/state strategies        |     |     |     |     |     |     | *   |

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# INDEX OF FUNCTIONS

| INDEX OF FUNCTIONS                                           |  | OVERVIEW |     |     |     |     |     |     |
|--------------------------------------------------------------|--|----------|-----|-----|-----|-----|-----|-----|
|                                                              |  | 100      | 150 | 200 | 250 | 300 | 350 | 450 |
| Seek & Report Information                                    |  |          |     |     |     |     |     |     |
| Capability                                                   |  |          |     |     | *   | *   | *   | *   |
| Cause/effect                                                 |  |          |     | *   | *   | *   | *   | *   |
| Description (color, size, condition, etc.)                   |  | *        | *   | *   | *   | *   | *   | *   |
| Location/direction                                           |  | *        | *   | *   | *   | *   | *   | *   |
| Objects/signs/symbols                                        |  | *        | *   | *   | *   | *   | *   | *   |
| Quantity/price                                               |  | *        | *   | *   | *   | *   | *   | *   |
| Self/others                                                  |  | *        | *   | *   | *   | *   | *   | *   |
| Time/chronological information                               |  | *        | *   | *   | *   | *   | *   | *   |
| Make/Respond to Requests for Clarification                   |  | *        | *   | *   | *   | *   | *   | *   |
| Express & Inquire about Opinions, Attitudes                  |  |          |     |     |     |     |     |     |
| Likes/preference/satisfaction/compliments                    |  |          | *   | *   | *   | *   | *   | *   |
| Needs/wants/Intentions                                       |  | *        | *   | *   | *   | *   | *   | *   |
| Regrets/apologies/sympathy                                   |  |          |     | *   | *   | *   | *   | *   |
| Gratitude/surprise                                           |  |          |     |     |     |     |     | *   |
| Opinions                                                     |  |          |     |     |     | *   | *   | *   |
| Complaints                                                   |  |          | *   |     |     | *   | *   | *   |
| Express/Inquire about conditions (health, pain, worry, mood) |  | *        | *   | *   | *   | *   | *   | *   |

# INDEX OF FUNCTIONS

|                                                      | OVERVIEW |     |     |     |     |     |     |
|------------------------------------------------------|----------|-----|-----|-----|-----|-----|-----|
|                                                      | 100      | 150 | 200 | 250 | 300 | 350 | 450 |
| <b>Make &amp; Respond to Directives:</b>             |          |     |     |     |     |     |     |
| Advise, ask, and instruct s.o. to do sth/seek advice | *        | *   | *   | *   | *   | *   | *   |
| Respond to instructions/directives                   | *        | *   | *   | *   | *   | *   | *   |
| Request assistance                                   | *        | *   | *   | *   | *   | *   | *   |
| Give/seek permission                                 |          |     |     |     | *   | *   | *   |
| Give/respond to correction/warning                   |          |     | *   | *   | *   | *   | *   |
| Make/respond to invitations                          |          |     | *   | *   |     |     | *   |

## STRUCTURES

Basic to the effective implementation of the REEP Curriculum (3rd edition) is the belief that learners should have a voice in deciding what topics are relevant to their lives. Instruction, therefore, is driven by the language needed to communicate effectively within these identified topics. As learners progress through the levels of the curriculum, the language needed to effectively communicate ideas becomes increasingly more complex, and hence more emphasis is placed on communicative grammar instruction and practice.

Teachers should plan lessons that integrate grammar instruction into communicative practice that is relevant to the curricular topics selected by the learners. Based on the sample language for performance objectives, structures are referenced into the integration columns of the topic units (See individual units).

- This section provides an overview of which structures are taught across levels. At the end of each level, there is an index of structures by unit as well as suggested resources.

This curriculum does not intend to provide a comprehensive listing of all possible structures. The structures listed are those that have been referenced into the curriculum based on the sample language provided for performance objectives. The actual coverage of structures will depend on the topical and language learning needs and interests of a particular group of learners.

For more information and discussion regarding teaching grammar, please consult the following resources:

Making Informed Decisions About the Role of Grammar in Language Teaching.  
Marianne Celce-Murcia. TESOL Newsletter, Vol. XIX No. 1. February 1985.

Grammar in the Learner Centered Classroom: A Video Resource for Training Adult ESL Instructors. The Board of Education for the City of Toronto, Continuing Education Department. 1990

The Toronto Board of Education  
155 College Street  
Toronto, Ontario M5T 1P6  
ATTENTION:  
Adult and Continuing Education Officer  
Adult ESL/ABE Programmes  
Continuing Education Department  
(416) 591-8238

**INDEX OF STRUCTURES BY LEVEL**

|                                | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| <b>ADJECTIVES/PRONOUNS:</b>    |     |     |     |     |     |     |     |     |
| Adjective + noun               | *   | *   |     |     | *   |     |     |     |
| Comparative/Superlative        |     |     |     | *   | *   | *   | *   | *   |
| Demonstrative (this, that)     | *   | *   | *   | *   | *   |     |     |     |
| Indefinite (much, many)        |     |     |     |     |     | *   |     |     |
| Indefinite (some, any)         |     | *   | *   |     |     | *   |     |     |
| Possessive                     | *   | *   | *   | *   |     |     |     |     |
| Relative clauses               |     |     |     |     |     |     |     | *   |
| Superlative                    |     |     |     | *   | *   | *   | *   | *   |
| <b>ADVERBIALS:</b>             |     |     |     |     |     |     |     |     |
| Cause/Reason                   |     |     | *   | *   | *   | *   | *   | *   |
| Frequency (often, never)       |     |     |     |     |     |     | *   | *   |
| Means (quickly, slowly)        |     |     |     |     | *   | *   |     | *   |
| Sequence markers (first, then) |     |     | *   | *   | *   | *   | *   |     |
| Already/Yet                    |     |     |     |     |     |     |     | *   |
| When/While                     |     |     |     |     |     | *   | *   | *   |
| Very/Too/Enough                | *   |     |     |     | *   |     |     | *   |
| <b>ARTICLES:</b>               |     |     |     |     |     |     |     |     |
| Definite                       |     |     |     |     |     | *   | *   | *   |
| Indefinite                     |     |     |     |     |     |     |     | *   |
| <b>CONDITIONAL CLAUSES:</b>    |     |     |     |     |     |     |     |     |
| Real present                   |     |     |     |     | *   | *   | *   | *   |
| Unreal present                 |     |     |     |     |     |     |     | *   |
| <b>CONJUNCTIONS:</b>           |     |     |     |     |     |     |     |     |
| And                            |     |     |     |     |     |     |     | *   |
| But                            |     |     |     |     | *   | *   | *   | *   |
| Either/Neither                 |     |     |     |     |     |     |     | *   |
| Or                             |     |     |     |     |     |     |     | *   |
| <b>MODAL VERBS:</b>            |     |     |     |     |     |     |     |     |
| Can                            |     | *   | *   | *   | *   | *   | *   |     |
| Could                          |     | *   | *   | *   | *   | *   | *   | *   |
| May/Might                      | *   | *   | *   | *   | *   | *   | *   | *   |
| Must/Have to                   |     |     | *   | *   | *   | *   | *   | *   |
| Should                         |     | *   | *   | *   | *   | *   | *   | *   |



*Index of Structures by Level*

|                                | 100 | 150 | 200 | 250 | 300 | 350 | 450 | 550 |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| <b>MODAL VERBS: (cont.)</b>    |     |     |     |     |     |     |     |     |
| Would/Would like/Would rather  |     | *   | *   | *   | *   | *   | *   | *   |
| Perfect modals                 |     |     |     |     |     |     | *   | *   |
| <b>NOUNS:</b>                  |     |     |     |     |     |     |     |     |
| Count/Noncount (and modifiers) | *   | *   | *   | *   |     | *   |     |     |
| Singular/Plural                | *   | *   | *   |     |     |     |     |     |
| <b>PREPOSITIONS:</b>           |     |     |     |     |     |     |     |     |
| Place                          | *   | *   | *   | *   |     | *   | *   |     |
| Time                           | *   | *   |     | *   |     | *   | *   |     |
| <b>REPORTED SPEECH:</b>        |     |     |     |     | *   |     | *   | *   |
| <b>THERE IS/THERE ARE:</b>     |     | *   | *   | *   |     | *   | *   |     |
| <b>VERBS:</b>                  |     |     |     |     |     |     |     |     |
| Imperative                     | *   | *   | *   | *   | *   | *   | *   | *   |
| Passive                        |     |     |     |     |     |     |     | *   |
| Phrasal                        |     |     |     |     |     |     | *   | *   |
| Sequence of tenses             |     |     |     |     |     |     |     | *   |
| Tenses                         |     |     |     |     |     |     |     |     |
| future (will, going to)        | *   | *   | *   | *   | *   | *   | *   | *   |
| future (continuous)            |     |     |     |     |     | *   |     | *   |
| past continuous                |     |     |     |     | *   | *   | *   | *   |
| past perfect (continuous)      |     |     |     |     |     |     |     | *   |
| present continuous             | *   | *   | *   | *   | *   | *   | *   | *   |
| present perfect (continuous)   |     |     |     | *   | *   | *   | *   | *   |
| simple past                    | *   | *   | *   | *   | *   | *   | *   | *   |
| simple present                 | *   | *   | *   | *   | *   | *   | *   | *   |
| Verb + gerund                  |     |     |     |     |     |     | *   | *   |
| Verb + infinitive              |     |     |     |     | *   |     | *   | *   |
| <b>QUESTIONS:</b>              |     |     |     |     |     |     |     |     |
| Embedded                       |     |     |     |     | *   | *   | *   | *   |
| Tag                            |     |     |     |     |     |     |     | *   |
| Wh                             | *   | *   | *   | *   | *   | *   | *   | *   |
| Yes/No                         | *   | *   | *   | *   | *   | *   | *   | *   |

## APPROACH TO CULTURAL POINTS AND ISSUES

Culture is infused throughout the REEP Curriculum (3rd Edition). All of the lifeskills topic units and most of the performance objectives directly relate to aspects of US culture. Our purpose is to promote discussion, understanding, and appreciation of cultural similarities and differences. Infusion of cross-cultural discussion points is designed to encourage classroom discussions which will reveal a variety of customs and beliefs in both the native cultures and the target U.S. culture.

Our adult learners bring a wealth of experience and knowledge about their cultures to the classroom. The REEP curriculum capitalizes on this resource by providing opportunities for learners to share their experience and knowledge in the classroom. Cross-cultural discussion can serve a number of purposes. First, such discussion promotes learning; adults learn better when they can relate the knowledge that they possess to the new knowledge that they are trying to acquire. Second, cross-cultural discussion promotes an understanding and appreciation of cultural similarities and differences. Through exploring cross-cultural issues, learners will increase their understanding of their own, this country's, and their classmates' cultures. An appreciation of all these cultures is essential in easing adjustment to life in the US and is critical to success in the workplace. In the majority of workplaces in Virginia, for example, there is no single culture represented; immigrants and refugees need to learn to get along with people from a wide variety of cultures, not just from the U.S.

Cross-cultural points have been referenced into the integration column in each unit. The points can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as appropriate for the needs and backgrounds of their students. It is expected that these points will lead to other points and further discussion. Discussion may take place among the class as a whole or in small groups. Students should provide information about their cultures and talk about what they know about life in the United States. Teachers may facilitate or participate in the discussions, addressing the issue from one or more American points of view.

In order to promote true cross-cultural understanding, it is important for the teachers and students not to be judgmental, i.e. label certain behaviors and beliefs as right or wrong. It is important to stress that differences exist between cultures but that one way of doing something is not inherently better or worse than another.

## **Guide to Integrating Use of Computers Into Language Instruction**

(Contributed by Susan Huss-Lederman)

### **Introduction**

Effective educational software, like any other teaching aid, relies on critical evaluation for effective implementation into a learning context. Programs that are evaluated for appropriate CALL (computer assisted language learning) can be enjoyed with most success by learners and teachers if learners understand what they will be doing and are already somewhat familiar with the material they will practice or work with on the computer. Of the many educational software programs that REEP uses, some have been designed for ESL, but most have not been. Through practice and observation, teachers can integrate software into instruction for learners to practice and learn English.

Strategies for using educational software includes planning for learners' successful encounters using it. For example, pairing learners who speak different native languages in front of the terminal is one way to facilitate real communication, especially if the software requires critical thinking to solve a problem. Learners who are used to group work or cooperative learning techniques from the classroom enjoy such an approach at the computer, too. Using the computer together becomes a natural extension of cooperative problem solving. Similarly, peer teaching works well in front of the computer terminal. Learners with better developed reading and keyboarding skills can direct their fellow learners toward successful use of the computer. Those they are coaching can ask for clarification without risking embarrassment in front of a class.

### **Types of software available**

Software used by learners in educational contexts is often categorized into the following genres:

1. drill and practice
2. tutorial
3. simulation and game
4. databases and multi-media encyclopedias
5. applications software, including word processing and spreadsheets

The first three categories encompass instructional software programs, while the last two consist of programs that can be adapted to educational contexts. Software is changing as hardware becomes more sophisticated. The advent of multi-media, CD-ROM and laser disc programs enable learners to interact with information and language in a less linear way than ever before. Sound and voice peripherals are becoming less expensive and more standardized, yielding more affordable enrichment to the second-language

learner's experience with computers.

Each instructional software program has an inherent methodology within its design. Professionals responsible for evaluating software for use in second language learning contexts should become familiar with analyzing software for inherent methodology, determining when in the sequence of language practice a learner will use the software, and deciding what opportunities for manipulating language the learner will have when using the software. This is especially crucial when evaluating non-ESL software for ESL instruction.

Non-ESL software often assumes native-speaker familiarity with slang or technical language, terms used for praise, and ability to follow multi-step written or spoken directions, as well as an understanding of the target culture. Teachers must weigh these factors against the benefits the software offers their learners for meaningful language learning and practice. Learning activities prepared to help learners manage all of this "newness" enrich the learning experience and help learners experience success through independent learning. Below are descriptions of software types, followed by suggested uses of software for language learning.

*Drill and Practice.* As the name suggests, drill and practice software gives a learner repeated opportunity to practice a specific skill. Correct responses are rewarded with a positive comment (e.g., *Right!*). If learners respond incorrectly, they are asked to try again. If they don't answer correctly, but only after multiple attempts, the right answer is displayed. Some drill and practice programs end by showing learners how many correct responses they have given. Based on the learner's score, these programs recommend whether or not the learner should repeat the computer lesson.

Some drill and practice programs have a main menu which allows learners to choose from a range of drill types. Multiple choice drills merely require that learners recognize a correct answer and select it with a keystroke, while other drills demand that learners type a correct word, letter or sentence. Many of these programs allow for easy teacher-authoring of lessons customized to learner needs. Examples include:

1. **Word Attack Plus** and **Goal Vocabulary**, (Davidson and Associates) programs to teach native-speaking adults to recognize and to practice spelling vocabulary.
2. **English Express Language Bullder and Speech Master**, (Davidson and Associates) programs to teach adult ESL learners to recognize, pronounce, and spell words related in context.
3. **Basic Vocabulary Bullder on Computer** (National Textbook), a program that tests learners' ability to spell related vocabulary words.

4. **Goal Reading** (Davidson and Associates), tests comprehension of timed reading passages and quizzes learners on vocabulary learned in context of readings.

*Tutorial.* Tutorial programs usually begin with a diagnostic test. If the learner demonstrates weakness in certain areas, the program provides the learner with a tutorial--explanatory screens with questions the learner must answer. At the end of the tutorial, the learner takes another quiz. If the learner scores a passing score, s/he is encouraged to go on to the next level of difficulty. Examples of tutorials include:

1. **SELF** (American Language Academy), a grammar program that teaches basic differences between Spanish and English grammar with bilingual support available on-line.
2. **Grammar Mastery II** (American Language Academy), well-written grammar tutorials that presume some knowledge of grammatical concepts.
3. **INVEST** reading strand (Jostens Learning Corporation), offers learners instruction in critical reading skills and gives qualitative feedback when learners answer comprehension questions. It is useful to provide learners with additional questions on a handout so that they can discuss the content of the reading with others. This provides them with language practice and turns the reading experience into a more active one.

*Simulation and game.* In simulations, the learner enters a *micro world* (a computer-created situation) and must work within it to solve a problem. Such programs naturally foster problem-solving discussions for small group or pair work. Simulations include:

1. **"Where in the World is Carmen SanDiego?"**, a popular children's mystery game which relies on knowledge of world geography;
2. **INVEST** (Jostens Learning Corporation) offers many simulation programs in workplace contexts, in which learners are put into the roles of supervisors hiring employees or job candidates interviewing for jobs. Such programs foster use of language relevant to expressing oneself in real life contexts.
3. **Prodigy** offers many games, some of them simulations, under **Entertainment**.



*Databases, Multi-media Encyclopedias, and On-Line Services.* Software programs in this category, although not expressly designed for language learning, may also be used to foster interaction with the information that learners retrieve. Educational databases work like any other database. Learners specify parameters for information on certain topics and then use the information they retrieve. Teacher-designed work sheets or activities are necessary for learners to use databases meaningfully. Multi-media encyclopedias enable learners to use keywords and other search features to focus on a topic. On-line services enable learners to point and click to find topics of interest, as well as to conduct key-word searches. Examples of programs include:

1. ***Virginia View*** (*Vital Information for Employment and Work*, developed by Virginia Polytechnic Institute), enables learners to access information from an occupational and educational database, once they have input criteria information about themselves. As personal information is entered, the array of jobs narrows to those most closely attuned with individual preferences. Learners can also research all post-secondary educational institutions within the Commonwealth of Virginia, and learn about financial aid options available.
2. ***PC Globe, PC USA*** (both by Broderbund), geo-political databases, these programs enable learners to research countries and U.S. states. Learners can print out information, including maps, and listen to national anthems and state songs.
3. ***Compton's Multi-media Encyclopedia on CD-ROM*** (Compton's Multimedia) enables learners to develop skills in managing large amounts of information. Learners can scan a table of contents and move to the relevant section of an article by clicking on a mouse. Learners can also search for information by entering keywords and selecting articles based on them. A limited amount of information may be printed, and learners may also access a notebook window to take notes to print out later.
4. ***Prodigy*** enables learners to access information from the on-line service through a user-friendly graphical interface. Learners can read today's headlines, access *Consumer Reports*, *National Geographic*, numerous travel guides, and other information resources either by entering a keyword through the "jump" feature, or by pointing and clicking a mouse on different menu items.



Using a database, multi-media encyclopedia, or on-line service as a step in a larger activity, such as writing a report, or preparing a talk, is a motivating and meaningful exercise for learners because it is not contrived. It is one where they can learn about a topic and decide how much or how little information they want. The information that the learners gather on their own satisfies real intellectual curiosity.

*Applications Software/Word Processing.* Applications software includes, among others, spreadsheet and word processing/desktop publishing programs. The following discussion is limited to word processing programs. There are many word processing programs with different features. Examples include:

1. **WordPerfect** (WordPerfect Corporation) is widely used in business as well as educational contexts. Using this program helps learners develop proficiency in using software used in the world of work.

The following two programs, although not referenced into the curriculum, are also appropriate for educational uses. Their special features are highlighted.

2. **BankStreet Writer** (Scholastic, Inc.) is an easy-to-use multiple loading program designed for educational use. Teachers can create and save frozen text prompts, and can in effect, create writing tutorials.
3. **Eye Relief** (SkiSoft) is a large-type word processing program. Originally developed for the visually impaired, the size of characters on the monitor, background and character color, and cursor blink rate can all be easily adapted to meet the needs of the user.

Word processing programs give learners flexibility in revising drafts and spell-checking, and thus facilitate the writing process. Use of word processing programs also is useful in generating language experience approach stories and reading extension exercises, as well as other collaborative writing projects.

### Using Software in Effective Language Learning and Practice

Learner use of any software is enhanced if it is used to accomplish a purpose external to "using software for software's sake." As stated before, educational software lessons have an inherent pedagogical methodology in their design, while word processing, desktop publishing programs, and databases do not. And as mentioned before, software not designed for non-native speakers who are learning English may require either pre-teaching or support. These factors influence teachers' decisions concerning software use.

At REEP, we use a lot of non-ESL software focused in lifeskills areas and problem solving. This is done, in part, because there is very little CALL software available that offers lifeskills and problem solving contexts for language use. In large part, software for ESL is focussed on the structure of language, not on social use. Much presupposes knowledge of grammatical concepts.

## **Guidelines**

### *1. Guide the Learner's Information "Intake".*

At REEP, we have found that database use is enhanced when learners work with handouts that guide them in selecting information. The content of the handout can consist of questions generated by learners. For example, in using the *PC Globe* database for a class project on countries and cultures, learners may collaborate in determining the information they wish to find in the database. This focuses them on selecting specific information from a seemingly limitless source.

On-line reading tutorials are often interesting for learners while they are reading them, but once they finish the story, learners have difficulty in recalling information, perhaps because they have not engaged in pre-reading, predictive activities in a group. REEP teachers have dealt with this by selecting programs based on learner goals and interest. Learners are either instructed to take notes or to complete a guided note-taking handout. Learners later use the information either to give a presentation or to collaborate on group written reports (for example, on important women in U.S. history) which are displayed in the school hallways for all learners to read. In this way, learners are reading for a purpose and are accountable to share this information with others.

### *2. Integrate software use into language learning objectives.*

Use of software should not be treated like an unusual treat, but should fit into an overall objective. Software that helps a learner successfully complete an objective is worthy of use at any level of learner ability. For example, literacy learners who can demonstrate that they can identify and place the letters of the alphabet in order, when this is an objective that the class has been working on, are proud and pleased when they can demonstrate this independent of teacher-fronted guidance.

### *3. Customize instruction when appropriate.*

As mentioned earlier, some drill and practice software programs enable instructors to author or customize lessons by entering their own vocabulary or reading lessons. Most Davidson products have authoring and customizing features. Teachers at REEP have created lessons to help learners recognize want-ad abbreviations and job-related vocabulary. Stories written by learners have been entered onto reading programs.

Especially useful for low-level readers, learners enjoy reading about people like themselves in familiar contexts. Teachers supply on-line reading comprehension questions.

4. *Provide necessary preteaching.*

Before using certain educational computer programs (especially drill and practice which often test what a learner knows), it is important to help learners gain familiarity with the content. REEP teachers make use of language master card readers, especially at beginning levels to assist learners in learning vocabulary and in reading, before they use computer programs that more rigorously test their knowledge. For example, in order to help beginners spell related vocabulary items given on the Basic Vocabulary Builder on Computer program (National Textbook Company), teachers have mounted pictures and vocabulary words on language master cards. Learners read and listen to the cards before using the computer program. When using the computer program, learners can test their vocabulary recognition and spelling abilities.

### Conclusion

Computers and other educational technologies work best when integrated into lessons based on learners' needs and goals. The learning situation is ripe for learners to engage in language learning and practice. In addition to practicing with the on-screen content, when learners collaborate on using the same program they engage in task-related interactions, natural situations in which to practice requesting and giving clarification and to directing others to action without teacher intervention. Finally, providing adult learners an orientation to technology is a service in a society that uses them increasingly in occupational, service and personal settings.

## TEACHING APPENDICES

This section includes activities, techniques, and lessons that REEP teachers have used successfully in their classes as well as a guide for integrating computer-assisted instruction into language teaching. For additional teaching activities, see Learner Needs Assessment Appendices.

### LESSON PLANS, ACTIVITIES, AND TECHNIQUES

#### *Sample Lesson Plans*

- \* Sample Lesson Plan: Finding Work
- \* Using the Phonetic Alphabet to Improve Pronunciation

#### *Activities and Techniques (in alphabetical order):*

- \* Cinquains
- \* Dialogue Creation
- \* Identifying Main Ideas and Details
- \* Information Gap
- \* Line Dialogue
- \* Matching
- \* Pen Pal Dialogue Journals
- \* Problem Solving
- \* Process Writing: My Keepsake
- \* Roleplay
- \* Self-Access
- \* Simulation
- \* Total Physical Response

(Contributed by Susan Otero)

**LEVEL:** Intermediate

**\*Evaluation** Students perform role play in which one student is given the role of asking questions to another student about their job experience and duties, and the second student is given the role of responding to the questions with information about his/her job experience and duties. The other students listen to role play and must write down job title and duties.



# USING THE PHONETIC ALPHABET IN THE DICTIONARY TO IMPROVE PRONUNCIATION: UNIT PLANNING NOTES

(Contributed by Suzanne Grant)

**LESSON OBJECTIVE:** Students will be able to use the pronunciation key in the Longman Dictionary of American English to improve their pronunciation of spelling mispronunciations.\* By looking up phonetic transcriptions in the dictionary, students will be able to learn the pronunciation of new words and check the pronunciation of words they are not sure of.

\* Spelling mispronunciations are words that students mispronounce because they cannot predict the pronunciation of a word from the spelling as opposed to words they mispronounce because they are unable to produce the sounds or stress patterns.

It may be first necessary to work on discriminating and producing the sound and stress patterns of American English. Looking up the pronunciation in the dictionary is not useful if the students cannot produce the sounds. Two good sources are Pronouncing American English (Harper & Row) by Gertrude Orion and Clear Speech (Cambridge University Press) by Judith Gilbert. There is a diagnostic listening test in Clear Speech. The Longman Pronunciation Key can be used as a diagnostic production test. Have students read Key Words. If it seems that students have mispronounced the word because of spelling, give them an alternate word with the same sound.

**COVERAGE TIME:** Should span several class periods and be reviewed periodically depending on how much time needs to be spent on articulatory work.

**LEVEL OF STUDENTS:** High intermediate and advanced.

## SUGGESTED STEPS/ACTIVITIES:

### INTRODUCTION:

Using "Problems with English Spelling" go over/elicit common problems with relying on English spelling to predict pronunciation. Elicit other examples.

#### Problems with English Spelling:

- |    |                                               |               |              |                   |                             |
|----|-----------------------------------------------|---------------|--------------|-------------------|-----------------------------|
| a. | <u>1 letter= many sounds</u>                  |               |              |                   |                             |
|    | <u>cat</u>                                    | <u>all</u>    | <u>paper</u> | <u>alive</u>      | a= 4 sounds                 |
|    | <u>city</u>                                   | <u>cat</u>    |              |                   | c= 2 sounds                 |
| b. | <u>1 sound= many spellings</u>                |               |              |                   |                             |
|    | <u>say</u>                                    | <u>weigh</u>  | <u>page</u>  | <u>great</u>      | <u>they</u> ey= 5 spellings |
| c. | <u>same pronunciation/different spelling:</u> |               |              | <u>sun</u>        | <u>son</u>                  |
| d. | <u>same spelling/different pronunciation:</u> |               |              | <u>bow (verb)</u> | <u>bow (noun)</u>           |
| e. | <u>silent letters:</u>                        | <u>island</u> | <u>note</u>  | <u>bomb</u>       |                             |



## PRESENTATION:

1. Using the Longman Pronunciation Key, introduce students to the phonetic alphabet.
2. Go over the symbols, sounds, and examples in the Longman Pronunciation Key. Note the sounds that the students have trouble producing and plan to do some extra work on those. Elicit other examples from students to assess whether or not students can recognize the sound and tell when two sounds are the same. In most cases, students will not be able to consistently produce sounds if they cannot discriminate them.

Some point to include:

- a) Unlike orthographic alphabet, 1 phonetic symbol always refers to the same sound, eg:  
/g/ always stands for the sound in good, but never for the sound gudge.  
/h/ always stands for the sound in house, but never for the silent "h" in hour.
- b) Some of the phonetic symbols look like orthographic symbols ("g" and /g/). Others are completely different, eg. the phonetic symbol for the ng in sing.

*As an out of class reference, it would be very helpful for the students to have a tape recording of a native speaker sounding out the symbols and their examples.*

## PRACTICE:

Do as many practice activities as needed to help students learn the symbols and corresponding sounds. (This could span several classes). The suggested activities below can be done in small groups or pairs.

- a) Give students symbols and have them come up with as many words as they can think of that contain the sound. When in doubt, students can look words up in the dictionary.
- b) Give students phonetic spellings and have them sound out the words.
- c) Give students orthographic spellings and have them transcribe the words using the pronunciation key.
- d) Notecards: (One side with phonetic spelling only; the other side with orthographic and phonetic spelling). In pairs, students can practice reading phonetic spellings while partner checks pronunciation.
- e) Have students identify words that they think they have difficulty pronouncing and look them up in the dictionary. Students can keep a record of the words and their pronunciation in a notebook or on notecards.

### EVALUATION:

Give students a list of words to look up in the dictionary and have them sound out the pronunciation.

### EXTENSION/APPLICATION ACTIVITIES:

- a) Have students record a passage, such as the following passage, once without using a dictionary. Then, have them check the dictionary for the pronunciation of words they are not sure of and rerecord the passage. (This passage contains all the phonemes of American English.)

Many now think the Steelers will have a great chance to win the Superbowl for the third year in a row. The team is justly proud of its usually competent defense, its sure-footed veterans, and its three zippy linebackers.

(From Thomas Scovel's studies on foreign accent recognition. For more information, see A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech.)

- b) Have students record a 2-3 minute talk on a topic that interests them without consulting their dictionaries. Then, have them check the dictionary for words they are unsure of and rerecord those words.
- c) Have students prepare a 2-3 minute speech to give in class. They can make a list of words and their pronunciations to practice before the speech. The teacher can jot down mispronounced words as students are giving the speech and have them look up the words afterwards.

## CINQUAINS

(Contributed by Donna Moss)

Levels: 200 - 550

Time: 1 or 2 class sessions (3-6 hours)

Preparation: Review of parts of speech; nouns, adjectives, -ing verbs, subject verb agreement.

Set-up: Tell the students they are going to write a poem called a Cinquain. Then, explain the structure of the poem.

1 noun  
2 adjectives  
3 -ing verbs  
1 complete sentence  
1 noun

Create a class Cinquain. It may be necessary to supply the topic to get things moving.

### SAMPLE GROUP CINQUAIN

*Pizza*  
*Round, Hot*  
*Cooking, Buying, Eating*  
*It is delicious.*  
*Pizza Hut*

Brainstorm with the class possible topics for a Cinquain. For example: Family, colors, seasons, countries, cities, animals, nature, work, school, etc.

Have students check each other's poems for clarity and correct structures. Collect them and have a final check. Then, have students write or type their final drafts.

Students can decorate their papers and display them on a bulletin board or make a book of them.

*Daughter*  
*Pretty, Wonderful*  
*Caring, Loving, Growing*  
*I was present when she was born.*  
*Dora*  
*(Victor)*

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## STUDENT SAMPLES

*Education*  
*Important, Necessary*  
*Learning, Growing, Knowing*  
*Everybody needs education.*  
*Knowledge*  
*(Victor)*

*Policeman*  
*Responsible, Serious*  
*Working, Helping, Protecting*  
*They help everybody.*  
*Police*  
*(Freddi)*

*Language*  
*Easy, Crazy*  
*Trying, Learning, Improving*  
*Incredible, but true, it's very hard to do.*  
*English*  
*(Mihai)*

*AIDS*  
*Dangerous, Terrible*  
*Killing, Dying, Suffering*  
*We have to take care of ourselves.*  
*Life*  
*(Alphonsia)*

*My country*  
*Beautiful, Tropical*  
*Traveling, Enjoying, Visiting*  
*On vacation, you'll have a good time.*  
*Guatemala*

*Lawyer*  
*Serious, Intelligent*  
*Asking, Learning, Defending*  
*The lawyers are very expensive.*  
*ACBA Lawyer Referred Service*  
*(Jesus)*

*Car*  
*Necessary, Dangerous*  
*Buying, Driving, Colliding*  
*Drive your car with care.*  
*DMV*

*Fire Department*  
*Twenty-four hours a day*  
*Working, Helping, Going*  
*They help the people.*  
*Firemen*  
*(Sonia)*

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## DIALOGUE CREATION

### Purpose:

To elicit a dialogue through picture and gestures. Students generate language at their level.

### Directions:

Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialogue, the teacher uses pictures and gestures to elicit the dialogue from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role, and the students take the other role to elicit the entire dialogue.
2. Repeat the dialogue with each half of class taking one of the roles.
3. Give handouts of pictures for pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialogue.

### Example:

Visuals from class texts.

### Applications:

- |                       |                                              |
|-----------------------|----------------------------------------------|
| <b>Finding a Job:</b> | Making an appointment for an interview.      |
| <b>Telephone:</b>     | Extending/declining an invitation.           |
| <b>Health:</b>        | Talking to the doctor about health problems. |
| <b>Clothing:</b>      | Exchanging merchandise.                      |

## IDENTIFYING MAIN IDEAS AND DETAILS

(Contributed by Pat Thurston)

**LEVELS:** 300-450

**OBJECTIVE:** Students will be able demonstrate comprehension of a reading passage by identifying main ideas and details in readings. (This technique can also be applied to the students' own writing to help them identify main ideas and details in their writing.)

### **SUGGESTED STEPS:**

#### *Warm-up/Introduction:*

Pre-reading, reading, and other activities related to selected reading passages. Teacher elicits what the students remember about the story and writes their responses on the board. No books, papers, or peeking permitted. Complete sentences should be encouraged.

#### *Presentation:*

Teacher introduces the concept of main idea and detail using pieces of chalk. A whole piece of chalk represents the main idea (i.e. What is the whole story about?). Broken pieces of chalk represent details (What are the little pieces of the story?).

#### *Practice:*

Teacher elicits the main idea of the story, writes it on the overhead, and puts the whole piece of chalk by the main idea.

Teachers instructs students to look at the sentences they generated on the blackboard and asks if the main idea is there (usually it isn't). Teacher elicits from the students that their sentences are details.

Teacher reads a sentence from the blackboard and represents the details with little pieces of chalk. Repeat for a few sentences.

Teacher puts a handful of chalk on the overhead and elicits details (pieces of the story). As individual learners respond, teacher gives the individual the piece of chalk.

Class reviews details from the board. Then, teacher erases board, and class reviews using the pieces of chalk handed out (eg. What detail is this?).

#### *Application:*

Students complete a cloze activity about the reading passage and put sentence strips in order.



## INFORMATION GAP

**Levels:** all

**Purpose:**

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood in order to complete a task. Good for practicing asking for clarification.

**Steps:**

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout "A" will have some information deleted that handout "B" will provide. Handout "B" will have some other pieces of information deleted that handout "A" will provide. Class is divided in pairs, one student with "A" and the other with "B". Students must ask partner questions to get information necessary to fill in missing information.

**Example:**

**FOOD:** Have a simple menu prepared with different prices deleted on handouts "A" and "B".

**Variations:**

1. Handouts may be pictures, maps, or charts.
2. Students can go into the community with a questionnaire to gather information from two different places (eg. two local stores, two banks, two adult education programs).

**Applications:**

|                       |                                                                     |
|-----------------------|---------------------------------------------------------------------|
| <b>Housing</b>        | Diagrams of houses/apartments with missing pieces of furniture.     |
| <b>Transportation</b> | Grid maps with buildings missing or unnamed.                        |
| <b>On the Job</b>     | Schedule of workers' tasks, deleting tasks at different times/days. |
| <b>Family</b>         | Family tree with different relationships/ages not filled in.        |
| <b>Clothing</b>       | Department store floor plans with different departments unnamed.    |

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## LINE DIALOGUES

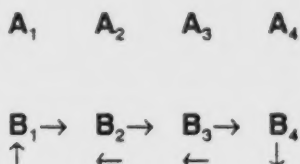
### Purpose:

This activity gives students the opportunity to practice short dialogues over and over again with different partners. It also encourages peer teaching.

### Directions:

1. Students form two lines facing each other.
2. Students in LINE A have **cue cards**. These cue cards are used to elicit responses from students in LINE B.
3. LINE A remains stationary, repeating the same questions while LINE B looks at cue cards, responds, and moves right. The last person moves to the beginning of the line. Continue until everyone in LINE B has responded to everyone in LINE A. All pairs are talking at the same time.
4. LINE A gives cue cards to whomever is opposite in LINE B. Repeat the procedure.

### Example: Health Problems



LINE A has cue cards of health problems.

A<sub>1</sub>: (holding up **fever** card) What's the matter?

B<sub>1</sub>: He's sick. He has a **fever**. [Moves down the line to A<sub>2</sub>]

A<sub>2</sub>: (holding up **cold** card) What's the matter?

B<sub>2</sub>: He's sick. He has a **cold**. [Moves down the line to A<sub>3</sub>]

The teacher can monitor by standing outside the lines or by participating in either one of the lines.

### Applications:

#### Personal ID

Picture of globe, ask "Where are you from?"

#### Clothing

Clothing pictures and prices, ask "What is this? How much is it?"

#### Finding a Job

Visuals of workers, ask "What does he do? Where does he work?"

## MATCHING GAME

### Purpose:

To reinforce vocabulary and structures taught.

### Directions:

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

### Example:

**Employment:** Cards with the job titles and corresponding work tasks.

1. Titles (cashier)
  2. Tasks (takes money)
- \* A cashier takes money.

### Variations:

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

### Applications:

- |                           |                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clothing</b>           | <ol style="list-style-type: none"><li>1. Weather conditions (cold).</li><li>2. Clothes (coat).</li></ol> <p>* It's cold. Wear a coat.</p>                                     |
| <b>Health</b>             | <ol style="list-style-type: none"><li>1. Sick/injured people (headache).</li><li>2. Treatment (aspirin).</li></ol> <p>* I have a headache. Take an aspirin.</p>               |
| <b>Finding the Job</b>    | <ol style="list-style-type: none"><li>1. Want ad abbreviations (F.T.).</li><li>2. Full forms of the abbreviations (full time).</li></ol> <p>* "F.T." means full-time.</p>     |
| <b>Community Services</b> | <ol style="list-style-type: none"><li>1. Envelopes with incomplete addresses.</li><li>2. Missing components of addresses.</li></ol> <p>* What's the zip code? It's 20715.</p> |

## PEN PAL DIALOGUE JOURNALS

(Contributed by Phil Cackley)

The benefits of dialogue journal practice are well-established and include the opportunity to write, the chance to build rapport between teachers and students, giving individual attention in a large class, and building the students' confidence in their general language ability.

Journal writing is ungraded, non-corrected, and open-ended. It is a cumulative conversation carried over a course of weeks. It is communicative in emphasis, rather than pointed exclusively toward functions or grammar. Also, it provides important reading practice, as well as writing.

The problem with dialogue journals is that they are very time-consuming for the teacher. An alternative is peer dialogue journals, where students in one class "correspond" with students in another. There is a start-up time cost (setting up pairs of students; adequately explaining and preparing students to write), but once in progress, time needed is basically to read the journal entries, monitor them, make sure communication is taking place, and stay in contact with the teacher of the "corresponding" class. Some unexpected subtle gains may also occur. The quality of dialogue may be better between students than between student and teacher. Rather than merely maintaining the dialogue (i.e., talking about the weather or weekend activities), pairs often engage in authentic dialogue about problems finding a job, loneliness, successes in class, and plans for the future.

### Suggested Additional Readings

Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers, by Joy Kreeft Peyton and Leslee Reed (TESOL, 1990).

Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English, edited by Peyton and Jana Staton (Prentice Hall Regents, 1991).

### PEN PALS: Suggested Steps and Tips

- 1) **Present the idea to the class.** Explain it as a writing practice. Give the ground rules:
  - Date letters.
  - Don't worry about spelling or grammar.
  - Emphasis is on communication, ideas, information.
  - Any topic is good: work, family, weather, weekends.
  - Use spiral notebooks, file folders, or 2-pocket folders. (Not loose pieces of paper)
- 2) **Find another teacher and match up student pairs.** The best pairs speak different languages (or are at least from different countries), are fairly comparable in age, and have roughly similar writing ability.

3) **Have students write their first entry**, probably a personal ID introduction. Give them 15-45 minutes in class to write (depending on level).

4) Give the journals to the other teacher. **When the responses come back**, have students read and write back. Emphasize it's OK to ask questions; it's a conversation.

5) **Teachers read the journals outside class**, monitor progress, and help students to decipher handwriting or spelling problems. Teachers can help troubleshoot any misunderstandings.

6) **With drop-outs**, try to rematch remaining students. **When absences create letter gaps**, have the remaining student write anyway, gently admonish the missing student!

7) At the end of the term/semester, **hold a mixer** where partners can meet. Prior to the mixer, students can write 4-5 questions based on the information that they have learned about their partner. During the mixer, students from the two classes ask each other the questions until they have found their partner. "What's your name?" is not acceptable.

You could copy the journals and give to both partners; or return letters to respective writers.

**Excerpts from Pen Pal Journals**  
**(Two students in the 300 level and 250 level classes)**

Date 7/20/94

My name Nicola I am from Sudan I come in United Stat May 94 26 I come to Washington I come USA because I hear that America is country have freedom That why I come for freedom and now I was in a english class and I hope that after next year be in college I like to finish my high school and also to get university I like so much. Miss my family and my country because no freedom all over the world this freedom but can say in africa no freedom People are just killing each others for nothing.

Thank you brothers and sister student

07/21/94

Dear:

Nicola:

My name is Pedro, I'm from El Salvador, I'm happy to be your partner, I come to the U.S. in December 1991, I live with my brothers and one sister a nephew, in Arlington, know I'm working of cook in a restaurant. I make American food, is very easy, my boss are from Pakistan.

Nicola, welcome to America, and do you like this country? Do you work? Who with do live here?

I understand you miss the family, I miss my family to and I stay in U.S. 2 years, I miss my friends, my girl-friend and too many people, Know I came to school because I want learning English, maybe in next year I came back to my country.

Nicola I want tell you only, good luck in America.

You friend

## PROBLEM SOLVING

**Levels:** 150-550

**Purpose:**

To practice skills of persuading, compromising, agreeing, and disagreeing.

**Steps:**

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

**Example:**

**Housing:** Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

**Variations:**

Present problem/situation but offer no choices or solutions.

**Applications:**

- |                      |                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding a Job</b> | Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job. |
| <b>Food</b>          | Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices.                           |
| <b>Housing</b>       | Use local housing ads to find a house/apartment for a specified family.                                                      |
| <b>On the Job</b>    | Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation.         |



## PROCESS WRITING: MY KEEPSAKE

(Contributed by Pat Thurston)

**Levels: 250-450**

### **Suggested Steps:**

#### Day 1

Teacher brings in a keepsake of his/her own (something personal and of no real value). Students generate questions about the object. Teacher tells the story of the keepsake. Students think of a keepsake of their own (something with a story to tell) and helps those who say they have nothing. Photos, flags, and money are last resorts. Teacher asks them to bring their keepsake to class the next day. (30-45 min.)

#### Day 2

Students show keepsakes. Students read model (A). Small groups interview each other about keepsakes using questions (B). Students write rough copy. (60+min.)

#### Day 3

Students peer/self edit. Pairs can use the Reader Response Sheet on the next page. Teacher interviews students with development problems. Students write second copy or final draft.

#### Day 4

Students publish their final drafts

#### Model (A)

#### My Keepsake

My name is Minh Thi. I am from Viet Nam. My keepsake is a button. The button is gold metal. It is a soldier's uniform. Before the U.S., I live 18 months in refugee camp in Thailand. The soldiers have guns. I am not happy.

One day I find this button in the camp. I put in my pocket. In 2 weeks I leave Thailand! I put the button like a necklace and string. It is good luck for me.

When I see this button, I remember the camp. I remember my country. I remember my family in Viet Nam. Sometimes I am sad, but I am happy in the U.S.

#### Guide Questions (B)

Show your keepsake to the people in your group. Tell about your keepsake. Look at the other keepsakes. Ask about these things. Listen to your classmates.

What is your keepsake?

What is it made of?

What is it for?

Where? How did you get it?

Why is it important to you?

What do you think about when you see it?

Can you think of other questions?

### Reader Response Sheet

Readers: \_\_\_\_\_

Writer \_\_\_\_\_

Read the whole composition from beginning to end. If you don't understand a word or several words, ask the writer what he/she means. (Writer: pay attention to the words your reader doesn't understand. Maybe you used the wrong word(s). Maybe you misspelled the word.)

Now answer the questions.

1. Is there any part of the composition that you don't understand?  
UNDERLINE IT AND PUT A ? NEXT TO IT.
2. Does the writer tell you what the keepsake is? \_\_\_\_\_
3. Does the writer describe the keepsake? \_\_\_\_\_
4. Does the writer tell you where, when, and how he or she got this keepsake? \_\_\_\_\_
5. Does the writer tell you why the keepsake is important? \_\_\_\_\_
6. Does the writer tell what he or she thinks about or remembers when he or she looks at the keepsake? \_\_\_\_\_

What do you want to know that the writer did not tell you? WRITE 3 QUESTIONS TO THE WRITER TO GET MORE INFORMATION ABOUT THIS KEEPSAKE.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Composition Form:

1. Did the writer begin each sentence with a capital letter and end with a period? \_\_\_\_\_
2. Does the writing start at the left margin (side) of the paper? \_\_\_\_\_
3. Do the sentences follow one after the other (not a new line for each sentence)? \_\_\_\_\_

WHEN YOU FINISH, GIVE THIS SHEET AND THE PAPER BACK TO THE WRITER.

\* Adapted from "Using Peer Response with Lower Level Students" by Carol Turkenik, TESOL Baltimore, 1994

## STUDENT WRITINGS

My name is Maria. I'm from El Salvador. I have one son. His name is Ruddy. He is two years old. He is now in El Salvador because I have too many problems. He's born in this country but now he lives with my family.

My keepsake is half of a gold heart. I wear the gold heart around my neck. My baby has the other half around his neck. When I see this heart, I remember everything when my baby was born. I would like my son to keep this present on his neck for all life. My family is in El Salvador. Sometimes I am sad in the U.S.A. because I don't have my baby with me.

\*\*\*\*\*

My name is Bea. I'm from Zaire in Central Africa. My keepsake is a malachite bracelet. Malachite is a stone and the color is green. Here in the U.S., the malachite is very expensive.

My mother gave me my malachite bracelet for my happy birthday. Now it is four years ago, and my mother said, "Keep this for you and your children sometime. Do not come back here again. "When I see these bracelets, I remember my mother, I remember my country, I remember my family in Zaire.

\*\*\*\*\*

Hi! My name is Alvaro. I am from Mexico City. My keepsake is a little statue of a Mexican man who is wearing white shirt, white pants, sandals, serape, and a big sombrero. It's of plastic. Some people use it to hang in the car. My Uncle Pedro gave it to me and he told me, "Don't forget your family in Zaire.

I came to the U.S.A. in December of 1991. Two months before I went to Puebla. I visited my grandfather and my grandmother. My grandfather's name is Ramen. My grandmother's name is Guadalupe. They are living in a small town. Their clothes and culture are different.

Thirty-six years ago my grandfather wore those clothes. When I told them I was thinking to travel to the U.S.A. they told me OK but don't forget your country and your culture. I hope to bring to this country my wife and two sons, and I need to show them how my grandfather used to wear his clothes.

\*\*\*\*\*

My name is Lai-Ho. I am from Viet Nam. My keepsake is the aluminum comb. I was in re-education camp for five years and seven months by Viet Nam Communists. I made aluminum comb in Tan-Hiep camp, August 18, 1977, when I have free time.

I made the aluminum comb as a souvenir for my wife and daughter. I used a knife. I engraved rose flowers, lotus flowers, and leaves. I engraved my name and my wife's name and the date on the comb. I polished it with sandpaper. The aluminum comb was very important for me, because I made it by my hands in the camp. When I see the aluminum comb, I remember being in the camp, five years and seven months.

I was scared. I was not happy. I wanted come back to my home. I was very very remembering my family. I went out of the camp in 1981. I and my family left Viet Nam on October 7, 1991. I came together with my family in the U.S. October 12, 1991. I was very very happy. I received the U.S. This place is my second country.

## ROLE PLAYS

### Purpose:

To practice speaking and listening skills within real contexts. Encourages spontaneous speech. Gets teacher out of center.

### Directions:

Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

### Example:

**Telephone:** taking and leaving messages.

Call and leave a message for friend to call back.

You don't understand English very well. Ask caller to speak slowly and repeat twice.

### Varlations:

1. No cue given.
2. Cue cards can have visuals to stimulate a dialogue/situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

### Application:

**Consumerism:** Clerk: You don't want to accept return.

Customer: Ask to return clothing and give reason.

**Health:** Patient: Request a doctor's appointment for a checkup.

Receptionist: Offer several different appointment times/dates.

**Housing:** Tenant: You need something repaired.

Manager: You can't do any work until next week.

**Finding a Job:** Friend Working: Tell your unemployed friend about a job opening where you work.

Friend Unemployed: You don't want to work in the same place as your friend. Give other preferences for the jobs.



# SELF-ACCESS

(Contributed by Lynda Terrill)

When adult learners are offered a wide array of choices in context, modality, and complexity, they can control their classroom and feel comfortable and competent. Students can learn specific content and language skills at the same time. Civics is a useful topic for self-access because it gives "real-life" importance to the work, and it provides a ballpark for students to play in. Later, students expand to reading, grammar, conversation, or whatever they choose.

Materials can range on a continuum from very easy--drawing and coloring, stencils and stamps, collages, simple tasks (such as drawing the flag or map of a country)--to more complex and academic tasks like reading, writing and answering questions which require interpretation. Magazines, cue cards, realia from the community, and other materials that the teacher may have on hand easily convert to self-access materials. Many activities that students have tried in the cooperative classroom translate to self-access work: conversation grids, information gaps, and jigsaw reading can work. Technology, such as language masters, audio cassettes, video cassettes, and computers can be used and controlled by students. A single language master machine or even an old telephone can take the focus off the teacher and open new possibilities of learning and power for the students.

While the underlying philosophy of self-access is simple (give them stuff and let them learn) and students are enthusiastic, there are challenges for everyone. At first, some students resist deviation from traditional classroom settings and techniques. If the class is learner-centered from the start, students understand that they can be active and powerful participants in their own learning. For those students who do not feel comfortable choosing their own work, other portions of the class satisfy desires for more traditional learning.

Teacher preparation time is extensive even for limited self-access in the class. Gathering books, puzzles, atlases, maps, art supplies, and games takes a long time and some money. Setting up a classroom which is comfortable and encouraging to students takes time, as does keeping materials in order. For teachers who move from class, organizing will take considerable time, but the self-access materials can be portable.

With self-access materials, students choose their own goals as well as their own activities. Students share triumphs and applaud excellent work. Having given the students the choice of what and how to learn, teachers should also give them choices in evaluation. Simple evaluation forms can give students a chance to comment on their own work and on the self-access project.

Adults learn in many ways. Using self-access materials where students learn content, language, and how to choose intensifies the learning process, fosters self-esteem and helps students learn to make decisions in all facets of their lives.

## SIMULATIONS

### Purpose:

To prepare students for real-life tasks by contextualizing language.

### Directions:

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

### Example:

**Money/Banking:** Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

### Applications:

|             |                                                                              |
|-------------|------------------------------------------------------------------------------|
| Health      | <u>Clinic:</u> receptionists, nurse, doctor, patients.                       |
| Community   | <u>Post Office:</u> postal clerks and customers.                             |
| Food        | <u>Restaurant:</u> host/ess, waiter/ess, busperson, cashier, cook, customer. |
| On the Job  | <u>Work Setting:</u> supervisor explains tasks to employees.                 |
| Consumerism | <u>Department Store:</u> clerks and customers exchanging items.              |
| Personal ID | <u>Party:</u> hosts and guests.                                              |



## TOTAL PHYSICAL RESPONSE

**Levels:** 100-150

### Purpose:

To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

### Steps:

Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

### Examples:

Community Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

### Variations:

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

### Applications:

|               |                                      |
|---------------|--------------------------------------|
| Health        | Taking medicine.                     |
| Housing       | Performing a household chore/repair. |
| Finding a Job | Completing an application.           |
| Food          | Preparing food with a recipe.        |
| Telephone     | Using a public phone.                |

## NEEDS ASSESSMENT APPENDICES

- BACKGROUND INFORMATION
- TOOLS CHART
- SAMPLES
  - Information Grid
  - Mind Mapping
  - Learner Generated Questionnaires
  - Written Questionnaires
  - Picture Questionnaires
  - Timelines
  - Achievement Charts
  - Compositions
  - Individualized Education Plan

001

## LEARNER NEEDS ASSESSMENT

Assessing the needs, interests, and goals of learners is an integral part of the REEP Curriculum (3rd edition) and is important in achieving the program's goal of creating "learner-centered" classrooms. Effective needs assessment is vital because adult ESL learners who feel they are not learning what they need to know in English class are more likely to drop-out than to express their discontent. Eliciting need assessment information from Limited English Proficient (LEP) adults and applying that information to course planning presents a challenge. Traditional questionnaires written in English may not be appropriate or effective for all learners, particularly those with limited literacy skills. In addition, the concept of participating in instructional goal-setting can be strange to adults from other cultural backgrounds where learners expect the teacher to set the course objectives.

Needs assessment begins with placement testing to assign learners to an appropriate level. However, within a particular level, the range of skills, interests, and goals within a class may vary widely from individual to individual and from group to group. The teacher, the individual learners, and the class as a whole need to be aware of these differences so that the course can be adapted to the particular group of individuals.

In the classroom, needs assessment provides an awareness of the learners' educational needs and goals as well as an idea of what skills they have already mastered. The process introduces students to the concept of setting goals for themselves and participating in course goal-setting.

### Characteristics of Effective Needs Assessment Activities

- \* Appropriate for a particular group of students. For example, if reading and understanding the language of a written questionnaire is very time-consuming or impossible for learners, then another type of assessment tool should be chosen.
- \* Serve a learning purpose as well as an information gathering purpose. It is important that neither teacher nor learners perceive needs assessment as a waste of learning time. Effective activities can be incorporated into the class orientation or integrated into lessons. Learners should be actively practicing and using the target language while collecting and analyzing data.
- \* Practical in terms of time required and usefulness of the information collected. Many activities do not require a great deal of preparation or processing time.
- \* Processed with the group so that both teacher and learners become aware of the expectations of others in the class. When there are differences in expressed needs and goals, then negotiation and compromise must occur.

For learners to understand the purpose and value of needs assessment, the information gathered must be applied in obvious ways during the course so that learners feel that their needs are being met. Adults who feel that what they are learning is vital are more likely to complete a course and continue to seek future educational opportunities.

## NEEDS ASSESSMENT TOOLS CHART

This tools chart provides suggested activities for needs assessment. The activities are divided into different types of tools, e.g. those which require written; those which can be done orally. Samples of many of these tools can be found in the appendices.

In the first column of the tools chart, the tools are listed. The logistics column provides suggested steps in implementing the activity. The purpose column provides information on what point in the course of instruction the tool would be most effective. The analysis column provides suggestions for calculating the results, in most cases with the learner's input. The level column suggests the levels that the tool would be most appropriate for. To facilitate your search for appropriate tools, the tools are listed by level below.

| LEVEL     | SUGGESTED TOOLS                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 100       | Information grids, learner-generated lists, mind-mapping, cut-out illustrations, pictorial questionnaires, topic selection tools, pictorial timelines, learner generated questionnaire.                      |
| 150       | Information grids, learner-generated lists, mind-mapping, cut-out illustrations, written questionnaires, topic selection tools, written timelines, reading/writing samples, learner generated questionnaire. |
| 200 & 250 | See tools suggested for 150 (except cut-out illustrations and pictorial timelines).                                                                                                                          |
| 300 - 550 | Information grids, learner-generated lists, mind-mapping, written questionnaires, topic selection tools, timelines, class bulletin boards, diary charts, reading/writing samples, dialogue journals.         |
| 550       | Individualized Education Plan.                                                                                                                                                                               |
| ★         | Sample tool included following the tools chart.                                                                                                                                                              |

# NEEDS ASSESSMENT TOOLS CHART

| TOOL                                                                                 | LOGISTICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PURPOSE                                                                                                                                                                                                                                                   | ANALYSIS                                                                                                                                                                                                                                                                                                                                                                     | LEVEL   |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Information Grid *                                                                   | <p>Learners interview each other to complete the grid.</p> <p>Topics and headings for grids are generated by the teacher and/or the learners.</p>                                                                                                                                                                                                                                                                                                                                                     | <p><b>Initial, pre-topic, mid-course, and final information</b> about the learners and their experiences, needs, and preferences.</p> <p>Grids can be adapted for various levels by controlling language or using pictures for low literacy learners.</p> | <p>Results can be tabulated orally or on a master grid on an overhead or blackboard.</p> <p>If appropriate to the grid, the group prioritizes skills and topics to be covered.</p>                                                                                                                                                                                           | 100-550 |
| <p><b>Topic Selection</b></p> <p>1. Priority Cards</p> <p>2. Vote with Your Feet</p> | <p>Learners are given a list or a collection of visuals indicating skills, topics, or subtopics either specified by a curriculum or developed by brainstorming.</p> <p>1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order according to importance.</p> <p>2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.</p> | <p><b>Initial, mid-course, or pre-topic</b> information about learners' highest priority needs with regard to competencies, skills, and topics.</p>                                                                                                       | <p>Teacher and class become aware of high priority needs. Together they negotiate the selection and ordering of the course content.</p> <p>1. Individuals or small groups report their top priorities and the class reaches a consensus.</p> <p>2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.</p> | 100-550 |

# NEEDS ASSESSMENT TOOLS CHART

| TOOL                                                                                                                               | LOGISTICS                                                                                                                                                                                        | PURPOSE                                                                                                                                                                    | ANALYSIS                                                                                                                                                               | LEVEL    |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Brainstorming</b><br>1. Learner-generated list<br><br>2. Mind Mapping<br><br>3. Cut-out Illustrations                           | 1. Small or whole groups generate lists of how they use skills, eg. Where do you speak/write English?                                                                                            | 1. <b>Initial and on-going</b> information about how learners use basic skills.                                                                                            | 1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized. | 100-550  |
|                                                                                                                                    | 2. Beginning with a topical question at the center of a diagram, class brainstorms answers. Responses and more detailed examples are added to the diagram and drawn as branches from the center. | 2. <b>Initial and pre-topic</b> information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills. | 2. A count is taken of how many learners agree with each branch (i.e. need). Identified needs can be prioritized as a group.                                           | 100-550  |
|                                                                                                                                    | 3. Learners cut pictures from magazine of things they would like to be able to do with English.                                                                                                  | 3. <b>Initial and mid-course</b> information about how learners use or want to be able to use English.                                                                     | 3. Individuals show and explain pictures to the group. Teacher keeps a tally of expressed need.                                                                        | 100, 150 |
| <b>Learner Generated Questionnaire *</b>                                                                                           | As a whole group, and/or in small groups, learners brainstorm items for questionnaire. Then, learners complete questionnaire individually.                                                       | <b>Initial, pre-topic</b> information about how learners use language and would like to be able to use language.                                                           | Results can be tabulated orally or by small groups.<br><br>Based on results, the group prioritizes skills and topics to be covered.                                    | 150-550  |
| <b>Written Questionnaires</b><br>1. <u>Inventory</u> : list of how skills.<br><br>2. <u>Checklist</u> : list of topics and skills. | 1. & 2. Tools can be generated by teachers or by the learners in a group brainstorming session. Learners complete the surveys individually.                                                      | 1. <b>Initial, pre-topic, on-going, and final</b> assessment of needs and preferences related to language skill, life skill, and topics.                                   | 1. Results can be tabulated orally as a group on an overhead or the blackboard. The group discusses the results and prioritizes skills and/or topics to be covered.    | 150-550  |



# NEEDS ASSESSMENT TOOLS CHART

| TOOL                                                                                                                                                                                                                                             | LOGISTICS                                                                                                                                                                                                                                                                                      | PURPOSE                                                                                                                                                                                                                                                                        | ANALYSIS                                                                                                                                                                                                                                                             | LEVEL                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Written Questionnaires (cont)</b><br><b>3. Scale (rating/frequency):</b> ranking of the importance of skills, topics, or language and literacy uses.<br><br><b>4. Progress Report:</b> list of competencies and/or skill areas to be covered. | <b>3.</b> Teacher provides the content for the <b>scale</b> . Learners individually rank items or indicate frequency of use.<br><br><b>4.</b> Learners individually check off areas of need/interest on the class progress report.                                                             | <b>Note:</b> Written Questionnaires can also be used for self-assessment.                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                      | 150-550                                 |
| <b>Pictorial Questionnaire *</b>                                                                                                                                                                                                                 | Teacher provides the pictorial worksheets. Learners mark the appropriate pictures.                                                                                                                                                                                                             | <b>Initial and mid-course</b> information about places learners want to be able to use English.                                                                                                                                                                                | The class will then tally the questionnaire together.                                                                                                                                                                                                                | 100                                     |
| <b>Timelines</b><br><br><br><br><br><br><b>1. Written Timeline *</b><br><br><b>2. Pictorial Timeline</b>                                                                                                                                         | Learners make timelines which indicate major events in their lives (past and present). They also indicate future goals.<br><br><br><br><br><br><b>1.</b> They include the year and a sentence or two for each event.<br><br><b>2.</b> They draw images to reflect major events in their lives. | <b>Initial</b> information about learners' lives (past and present) and their goals for the future.<br><br>As a <b>final</b> evaluation, learners indicate progress toward the achievement of their goals.<br><br><b>Note:</b> Timelines can also be used for self-assessment. | Information can be used to tailor the class toward helping learners achieve their future goals.<br><br>Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals. | 150-550<br><br><br><br><br><br>100, 150 |

# NEEDS ASSESSMENT TOOLS CHART

| TOOL                                                                                                                                                                                                                                                                                              | LOGISTICS                                                                                                                                                                                                             | PURPOSE                                                                                                                                                                                                                                                                                                                                                                                                                              | ANALYSIS                                                                                                                                            | LEVEL   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Achievement Charts</b><br><br>1. Class Bulletin Board *<br><br>What do you want to learn?<br><br>What have you learned in class?<br><br>2. Individual Diary Chart<br><br>This week I used English:<br><br>Where? With whom?<br><br>This week I wanted to use English:<br><br>Where? With whom? | 1. Set up a bulletin board with columns across; one for each question.<br><br>Learners update what they have learned on a weekly basis. eg. weekly.<br><br>2. Learners complete chart on a regular basis, eg. weekly. | Appropriate for classroom as well as individualized instruction, such as in a Learning Center.<br><br>1. <b>Initial</b> information about previous learning and learning goals. <b>On-going</b> information about learners' self-evaluation of accomplishments.<br><br>2. <b>On-going</b> information about achievements as well as lifeskill and basic skill needs.<br><br>Note: Diary charts can also be used for self-assessment. | Teacher reads what learners have written and adapts course objectives, as appropriate.<br><br>1. Learners read and share their goals and successes. | 300-550 |
| <b>Reading Self Selection</b> of reading by topic/level                                                                                                                                                                                                                                           | Teachers provide a variety of reading materials at different levels. The learners select the level and topic that they would like to read.                                                                            | <b>On-going</b> information about topics of interest as well as reading level that the learner feels comfortable with.                                                                                                                                                                                                                                                                                                               | Teachers can select materials that reflect the levels and interests of individual learners and/or the class.                                        | 150-550 |

# NEEDS ASSESSMENT TOOLS CHART

| TOOL                            | LOGISTICS                                                                                                                                                                                                                                                                                                                                                                                                               | PURPOSE                                                                                                                                                                                    | ANALYSIS                                                                                                                        | LEVEL   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------|
| Composition *                   | Learners read samples [written by other learners which describe their experiences learning English and their needs and/or progress toward goals]. Then they answer questions about the reading and write a similar composition.                                                                                                                                                                                         | Initial, on-going and final information about level of comprehension and ability to write following a model; information about learner goals, expectations, and self-analysis of progress. | Class considers other learners' experiences and can compare to their own. Teacher can tailor the class to specific needs/goals. | 300-550 |
| Dialogue Journals               | Teachers and learners correspond on a regular basis via a written journal. Teacher can ask learners to respond to specific questions in their journals, eg. What would you like to learn in this class? What did you like best about class this week? What do you still need to learn?<br><br>The activity can be adapted to varying levels by controlling the language of the questions and of the responses expected. | Initial, on-going, final information about learners' learning needs and preferences.                                                                                                       | Teachers can respond to individual learners about their needs, goals, and preferences and adapt the course, as appropriate.     | 300-550 |
| Individualized Education Plan * | Learners complete an individual education plan, including occupation and education information as well as short and long-term goals.                                                                                                                                                                                                                                                                                    | Initial for goal setting; final for checking progress made toward goals.                                                                                                                   | Information can be used to tailor instruction toward helping learners achieve their goals.                                      | 550     |

## INFORMATION GRIDS

*Information grids can be used at all levels as teaching, evaluation and needs assessment activities. They can be used with a variety of topics and can be created by the teacher and/or the learners. The following are needs assessment examples.*

### 1. INITIAL ASSESSMENT

#### A. Getting to know the learners

| Name | Native Country | Studied in High School | Studied English Before | Came to U.S. |
|------|----------------|------------------------|------------------------|--------------|
|      |                |                        |                        |              |

*Instructional implications: Learning styles, classroom experience, literacy level, mastery of basic survival skills.*

#### B. Survival Skills Assessment: (Do you \_\_\_\_\_?)

| Have a Bank Account | Have a Driver's License | Have a Job | Use Public Transportation (What Kind?) | Have Health Insurance |
|---------------------|-------------------------|------------|----------------------------------------|-----------------------|
|                     |                         |            |                                        |                       |

*Instructional implications: Mastery of Survival Skills*

### 2. PRE-TOPIC ASSESSMENT: Shopping

| Where do you shop for food? | Do you buy food on sale? | How do you find out about sales? | Do you use food coupons? | Do you speak English at the supermarket? |
|-----------------------------|--------------------------|----------------------------------|--------------------------|------------------------------------------|
|                             |                          |                                  |                          |                                          |

*Instructional implications: Mastery of Consumer Strategies*

### 3. MID-COURSE/FINAL EVALUATION: Likes and Dislikes

|         | Textbook | Small Group Work | Roleplays | Civics |
|---------|----------|------------------|-----------|--------|
| Like    |          |                  |           |        |
| Dislike |          |                  |           |        |

*Instructional implications: Students' perception of instructional activities, learning styles*

Suggested Instructional Steps: (Depending on the learners' level:)

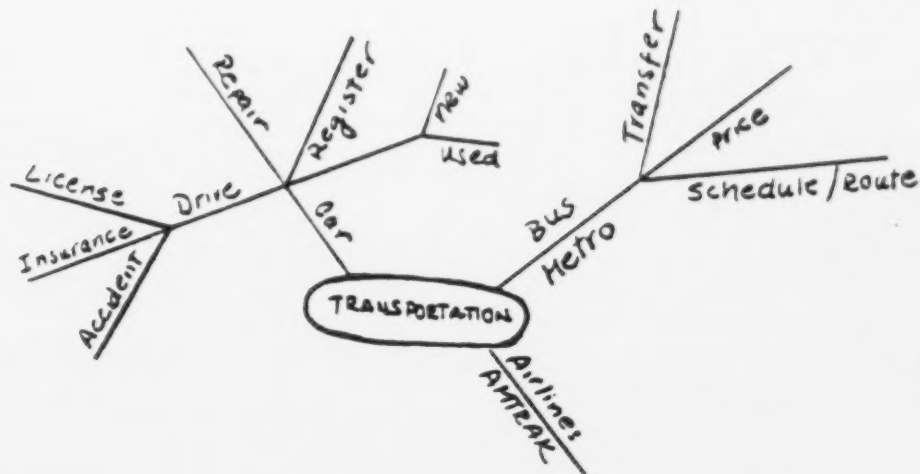
- Practice/teach the questions that learners will need to ask. The boxes can contain complete questions or cue phrases.
- After doing an example using yourself or a learner, learners interview each other and record answers.
- Depending on the class size, results can be tabulated on a master grid on the blackboard or tallied orally.
- Follow-up: Depending on the learners' level, processing questions of varying difficulty can be asked.

## MIND MAPPING

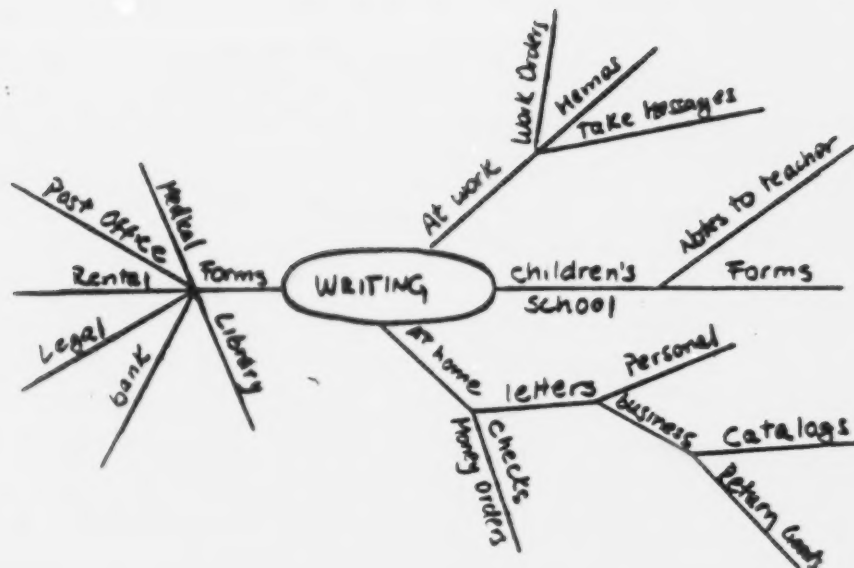
Mind mapping is a very versatile needs assessment tool. It can be used with beginning, intermediate, advanced, and multi-level classes and at various points throughout the instructional cycle.

**Suggested Instructional Steps:** Begin brainstorming with one question depicted at the center of a diagram. Learners' responses to central question and more detailed examples are added to the diagram as branches emerging from the center. To finish, a count is taken of those who agree with each response, and the tally is written on the branch. Instructional implications are discussed as a group.

### EXAMPLE 1: TOPICAL



### EXAMPLE 2: SKILL





## LEARNER GENERATED QUESTIONNAIRES

(Contributed by Suzanne Grant)

*Learner-generated questionnaires have two basic advantages over pre-prepared questionnaires. First, the areas of response are not pre-determined but are generated by the learners. Second, comprehension of the language of the questionnaire is not a problem because the learners themselves generate the language.*

### EXAMPLE 1: Suggested steps for determine students' reading needs

As a whole group, brainstorm places that students need to read (eg. home, shopping, work, job search, etc). Mindmapping is a good brainstorming technique (see previous sample). Brainstorm one place together to determine what students need to read (bills, notes, etc). Write identified places on tear sheets and post them around the room. Students go to the one that they want to discuss in small groups. In small groups, students brainstorm a list of things that they need to be able to read. One student records. Groups share their answers with the class. Answers are written on the overhead. Students complete the questionnaire individually. The overhead can be xeroxed for each student, or students can copy from the overhead onto their questionnaire to complete the questionnaire. Class tallies the results with oral hand count and discusses how the results will be used. Process can be repeated to determine listening, speaking, and writing needs as well as topic area needs.

| THINGS I NEED TO READ:<br>(Low intermediate level class: sample responses<br>for things to read at home and class tally) | Can Do | Want to Learn | Not Important |
|--------------------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|
| Newspapers                                                                                                               | 4      | 14            | 1             |
| Letters                                                                                                                  | 6      | 7             | 2             |
| Bills                                                                                                                    | 12     | 2             | 2             |
| Telephone book                                                                                                           | 7      | 7             | 2             |
| Dictionary                                                                                                               | 12     | 4             |               |

### EXAMPLE 2: Suggested Steps for determining where students need to use English

As a whole group, brainstorm places where students need to use English. Students write places on their questionnaire and then check the language skill areas that they need at the identified places. Classes tallies with oral hand count and discusses classroom implications of the results.

| WHERE I USE ENGLISH<br>(Responses from a high beginning class) | SPEAKING | LISTENING | READING | WRITING |
|----------------------------------------------------------------|----------|-----------|---------|---------|
| in class                                                       | √        | √         | √       | √       |
| in the street                                                  | √        |           | √       |         |
| at work                                                        | √        | √         |         |         |



**WRITTEN QUESTIONNAIRE: FREQUENCY SCALE**

(Contributed by Donna Moss)

|                                 | Never | Sometimes | Usually | Always |
|---------------------------------|-------|-----------|---------|--------|
| I study English at home.        |       |           |         | X      |
| I use English at work.          | X     |           |         |        |
| Speaking is easy.               |       | X         |         |        |
| Listening is easy.              |       | X         |         |        |
| Reading is easy.                |       | X         |         |        |
| Writing is easy.                |       | X         |         |        |
| I like to work in small groups. |       | X         |         |        |
| I like to work alone.           |       | X         |         |        |

**WRITTEN QUESTIONNAIRE: RATING SCALE**

(Contributed by Donna Moss)

| Learning new vocabulary | Understanding grammar | Listening | Speaking | Reading | Writing |
|-------------------------|-----------------------|-----------|----------|---------|---------|
| 1                       | 1                     | 1         | 1        | 1       | 1       |
| 2                       | 2                     | 2         | 2        | 2       | 2       |
| 3                       | 3                     | 3         | 3        | 3       | 3       |
| 4                       | 4                     | 4         | 4        | 4       | 4       |
| 5                       | 5                     | 5         | 5        | 5       | 5       |

Instructions: Please circle the number.

1= It's easy . I do this very well.

2= I'm good at this, but I'd like to do it better.

3= I'm OK, but I need more practice.

4= It's difficult, and I need more work.

5= I can't do this well.

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WRITTEN QUESTIONNAIRE: ③ WELCOME TO 550 ③

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Why are you studying English? Please be specific with your language learning goals and examples of situations which are difficult for you now.

2. Will you continue to study after you finish this program? Where?

3. When people speak English to you, how much do you understand?

\_\_\_\_\_ 100% \_\_\_\_\_ 80% \_\_\_\_\_ 65% \_\_\_\_\_ 50% \_\_\_\_\_ less than 50%

4. When you speak English, how much do people understand you?

\_\_\_\_\_ 100% \_\_\_\_\_ 80% \_\_\_\_\_ 65% \_\_\_\_\_ 50% \_\_\_\_\_ less than 50%

5. When you watch TV, how much do you understand?

\_\_\_\_\_ everything \_\_\_\_\_ most \_\_\_\_\_ some \_\_\_\_\_ a little \_\_\_\_\_ very little

6. Please **RANK ORDER** the skills that you need from 1 TO 6 (1= **MOST IMPORTANT**; 6= **LEAST IMPORTANT**.) Please use each number only once.

\_\_\_\_\_ Reading

\_\_\_\_\_ Vocabulary

\_\_\_\_\_ Writing

\_\_\_\_\_ Pronunciation

\_\_\_\_\_ Listening

\_\_\_\_\_ Grammar

\_\_\_\_\_ Speaking

## WRITTEN QUESTIONNAIRE: 550

7. The following are units in the 550 curriculum. Order the units that you would like to work on (**1= MOST IMPORTANT; 10= LEAST IMPORTANT.**)

\_\_\_\_\_ **FUTURE PLANNING:** Investigating and deciding on a career and/or educational path or plan for the future.

\_\_\_\_\_ **TEST TAKING:** Developing effective strategies for taking objective and essay tests.

\_\_\_\_\_ **ESSAY WRITING:** Writing essays using a variety of organization patterns.

\_\_\_\_\_ **READING STRATEGIES:** Reading non-simplified material: Fiction, non-fiction, academic.

\_\_\_\_\_ **NOTE - TAKING SKILLS:** Taking effective notes from lectures and written material.

\_\_\_\_\_ **REFERENCE MATERIALS:** Using dictionaries, textbooks, libraries.

\_\_\_\_\_ **STUDY SKILLS:** Developing strategies for effective study.

\_\_\_\_\_ **ORAL PRESENTATIONS:** Researching, organizing, and giving oral presentations.

8. The 550 units that the class chooses can be studied within topic areas of interest. Which topics are you interested in? Please put yes or no in the blank for each topic. Please add other topics you are interested in.

\_\_\_\_\_ Culture

\_\_\_\_\_ US Education System

\_\_\_\_\_ Technology

\_\_\_\_\_ Rights + Responsibilities of US residents

\_\_\_\_\_ Politics

\_\_\_\_\_ Business

\_\_\_\_\_ Social Issues + Services

\_\_\_\_\_ Other

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# PICTURE QUESTIONNAIRES<sup>1</sup>

Picture Questionnaires assist low level learners in prioritizing the places where they want to be able to use English.

**Suggested Instructional Steps:** Using a visual of a person, discuss the places where this person needs to use English. As a group, complete a questionnaire for the person. Have students complete the questionnaire individually, indicated X number of places where they need to use English. To process, the class does an oral tally and discusses instructional implications.

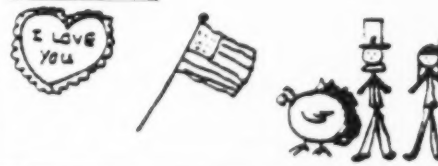
Name \_\_\_\_\_

Circle ⑤ you need to study.

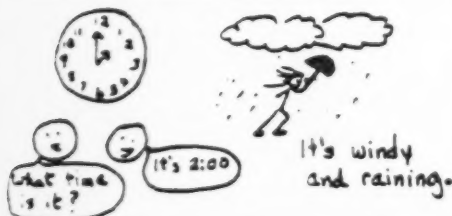
## Classroom and housing



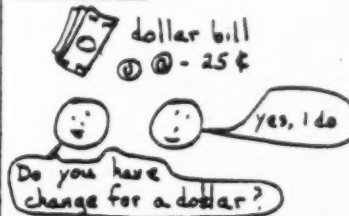
## Holidays



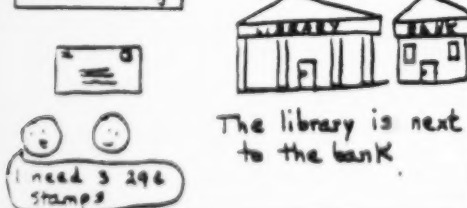
## Time and weather



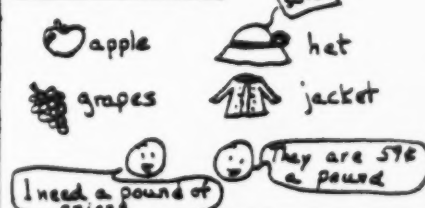
## Money



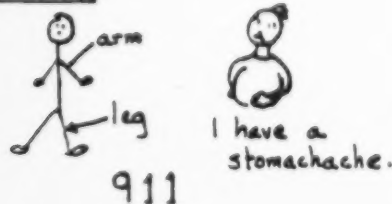
## Community



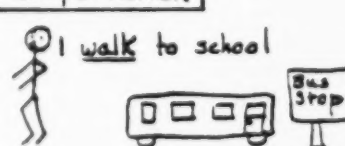
## Consumerism



## Health



## Transportation



<sup>1</sup> Adapted by Donna Moss from Santopietro, Kathleen. 1992. "Needs Assessment: A Condition of Learning." Vancouver, B.C. 26th Annual TESOL Convention.

## TIMELINES<sup>2</sup>

*Timelines assist learners in setting goals and applying the concept of linear time.*

**Suggested Procedures:** Review time concepts (day, date, year, past, present, future). Introduce purpose of timelines. Provide model timeline(s) and check comprehension. Cut model into strips and have small groups put the strips in order. Elicit another model timeline from students (eg. teacher's timeline). Have students draw their own timelines. Discuss why information is important for instructional planning.

### SAMPLE FROM LEVEL 100

my name is  
PAST

1973 I was born in El Salvador. 

1981 I started school.

1985 I finished school.

1986 I started working for my.

1988 I moved to US.

1990 I worked in restaurant.

1990 I live in Washington.

1992 I moved to Virginia.

1993 I started in 1993.

PRESENT

1993 I started in 1993. I work school.

FUTURE

1995 I started in 1995.

1995 I want to be a cook.

1995 I want to be a teacher.

### SAMPLE FROM LEVEL 300

1968 I was born in Saigon City of South Vietnam.

1985 I started High School.

1988 I finished High School.

1990 I was a teacher.

1992 I moved my family and I came to the U.S. I started English at Wilson School.

1993 I work I make the. This is my job.

1994 I want to learn drive.

1994 I want to move school.

1994 I want speak English well.

1994 Maybe I will study.

1994 Maybe I will type secretary.

1994 Maybe I will buy a car.

<sup>2</sup> Adapted from Santopietro, Kathleen. 1992. "Needs Assessment: A Condition of Learning." Vancouver, BC: 26th Annual TESOL Convention.

## ACHIEVEMENT CHARTS

*Achievement charts are a self-assessment as well as instructional needs assessment tools. Learners indicate achievements as well as learning goals on a on-going basis.*

**Suggested Instructional Steps:** See Needs Assessment Tools Chart

### EXAMPLE 1: ON-GOING CLASS BULLETIN BOARD

|          |                                     |                                 |
|----------|-------------------------------------|---------------------------------|
| WEEK OF: |                                     |                                 |
| NAME     | What do you want to learn in class? | What have you learned in class? |
|          |                                     |                                 |
|          |                                     |                                 |
|          |                                     |                                 |

### EXAMPLE 2: TOPIC SPECIFIC BULLETIN BOARD (JOBS)

|          |                                                    |                                                |
|----------|----------------------------------------------------|------------------------------------------------|
| WEEK OF: |                                                    |                                                |
| NAME     | What do you want to learn about working in the US? | What have you learned about working in the US? |
|          |                                                    |                                                |
|          |                                                    |                                                |
|          |                                                    |                                                |

### EXAMPLE 3: INDIVIDUAL DIARY CHARTS (Contributed by Betsy Bailey)

|                                              |           |            |
|----------------------------------------------|-----------|------------|
| <b>I USED ENGLISH YESTERDAY.</b>             |           |            |
| WHERE                                        | WITH WHOM | WHAT ABOUT |
|                                              |           |            |
| <b>I WANTED TO USE ENGLISH BUT COULDN'T.</b> |           |            |
| WHERE                                        | WITH WHOM | WHAT ABOUT |
|                                              |           |            |



## COMPOSITION

### LEVELS: 300-550

**Suggested Instructional Steps:** Learners read samples written by other learners. Then they answer questions and write a similar composition about their experiences learning English and their needs and/or progress toward goals.

#### Example 1: Initial (Feliciano's Story)

When I came to the U.S.A., it was so difficult for me because I did not even know a word of English. When I decided to come to school, my dream was to learn how to read in English. I expected to learn how to speak more clear and perfect.

Before I came to class, I could not read in English. But now I'm able to read many things. Conversation and writing is the biggest problem that I have and that I still need to fix.

1. What did Feliciano want to learn in English class?
2. What does Feliciano still need to learn?
3. Write a story about YOU. Tell what was difficult for you about English. What do you still need to learn?

#### Example 2: Final (Omar's Story)

Actually, in my country, Columbia, I used to read and translate from English into Spanish. But, I was not able to communicate in English. When I came to the U.S.A., I had only a little knowledge of English so that it did not help me too much. In fact, whenever I tried to communicate with Americans, I got stuck. It was not easy because I could not either understand or speak. What made me come to the U.S.A. and learn English was basically professional purposes.

So far, I have taken three courses at Wilson School and I have learned a lot of things during these courses. I have improved my listening, speaking and writing. I think Wilson School has a wonderful learning center and also great teachers.

I'd like to make some suggestions. I think REEP should try to teach more grammar. Besides that, I think the program should be focussed on more academic English instead of Survival English.

I think all the students should take tests all the time in order to follow the students' improvements.

1. Why did Omar need to study English?
2. What has Omar learned at Wilson School?
3. What does Omar think the school should focus on?
4. Write a story about YOU. Tell why you need to study English. What do you think about the program at Wilson School?

## INDIVIDUALIZED EDUCATION PLAN (IEP)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

### I. OCCUPATIONAL INFORMATION:

Occupation in native country: \_\_\_\_\_

Occupation in the US: \_\_\_\_\_ Do you work full or part-time? \_\_\_\_\_

Job Training: (When/where/what kind \_\_\_\_\_)

### II. EDUCATIONAL INFORMATION:

Years of education in native country: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

High School Diploma: Yes No  
University Diploma: Yes No (Major: \_\_\_\_\_)

Education in the United States:

\_\_\_\_\_ English (When/Where \_\_\_\_\_)

\_\_\_\_\_ High School (When/Where \_\_\_\_\_)

\_\_\_\_\_ Other (When/Where \_\_\_\_\_)

### III. COURSE GOAL:

|                                                                                        |                           |                           |
|----------------------------------------------------------------------------------------|---------------------------|---------------------------|
| Why are you studying English?<br><br>(Please be specific.)                             | Date/Teachers<br>Comment: | Date/Teachers<br>Comment: |
| Do you want to continue studying English after you finish this class? ____ Where? ____ |                           |                           |

### IV. LONG-TERM EDUCATION GOALS:

|                                                                      |                           |                           |
|----------------------------------------------------------------------|---------------------------|---------------------------|
| ____ not sure                                                        | Date/Teachers<br>Comment: | Date/Teachers<br>Comment: |
| ____ university degree (Major: _____)                                |                           |                           |
| ____ associate's degree ____ bachelor's degree ____ other: _____     |                           |                           |
| ____ vocational or professional license/certification (Major: _____) |                           |                           |
| ____ GED or High School completion ____ other: _____                 |                           |                           |

### V. LONG-TERM EMPLOYMENT GOALS:

|                                                       |                           |                           |
|-------------------------------------------------------|---------------------------|---------------------------|
| ____ obtain employment (job desired: _____)           | Date/Teachers<br>Comment: | Date/Teachers<br>Comment: |
| ____ get a better job (job desired: _____)            |                           |                           |
| ____ get a promotion and/or a raise ____ other: _____ |                           |                           |

# **LEARNER EVALUATION APPENDIX: ASSESSING ORAL PERFORMANCE OBJECTIVES**

- ♦ Learner Evaluation Tools Chart
- ♦ Feedback Form
- ♦ Notes for an Evaluation Activity

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## EVALUATION TOOLS CHART

This tools chart provides suggested activities for evaluating individual learner achievement of oral performance objectives. All of the activities are teaching activities as well as/and should not be used for evaluation until learners are familiar with the technique. Most of the activities can be adapted for use at any level and with multi-level classes. These techniques are particularly effective in large classes where evaluation of individual achievement is challenging.

The tools are listed in the first column of the tools chart. Samples of the starred (\*) tools can be found in the learner needs assessment appendices or the techniques/or plans appendices. The technique column describes the technique. The logistics column describes how to set up the activity as an evaluation activity. The example column provides suggestions on appropriate lifeskills contexts.

| EVALUATION TOOLS CHART   |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOOL                     | TECHNIQUE                                                                                                                                  | LOGISTICS                                                                                                                                                                                                                                                                                                                                                          | EXAMPLES                                                                                                                                                                      |
| <b>ROLE PLAY *</b>       | In an unrehearsed situation, learners take roles and perform them using practiced language.                                                | Several learners may be given roles in the situation if all roles have been practiced. Students not involved in the role play can complete a checklist analyzing their classmates' performances. Students can generate the checklist themselves.<br><br>Several pairs can perform simultaneously. Teacher circulates, observes, and evaluates individual learners. | <ul style="list-style-type: none"> <li>* telephone conversations</li> <li>* ask/answer questions about a housing ad</li> <li>* job interview</li> <li>* small talk</li> </ul> |
| <b>SIMULATION *</b>      | A role play in which the classroom set-up replicates a specific location.                                                                  | See role play.                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>* grocery store aisles</li> <li>* lost and found</li> <li>* post office</li> </ul>                                                     |
| <b>INFORMATION GAP *</b> | Each learner is given different information and must communicate with others to get all necessary information in order to complete a task. | Teacher observes individual pairs while the whole group moves through the activity. Students may be seated back to back or with a manila folder placed between them so that they can not see each others information.                                                                                                                                              | <ul style="list-style-type: none"> <li>* maps</li> <li>* schedules</li> <li>* floor plans (house, store)</li> </ul>                                                           |

# EVALUATION TOOLS CHART

| TOOL                            | TECHNIQUE                                                                                                                                                                         | LOGISTICS                                                                                                                                                                                              | EXAMPLES                                                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LINE DIALOGUE*                  | Two lines face each other. In one line, each person stays stationary with a cue card and asks an appropriate question. In the other line, each person responds and then moves on. | Teacher stands at one end of the lineup and observes individual pairs while the whole group moves through the activity. One line could also be seated while second line rotates, eg. telephones.       | <ul style="list-style-type: none"> <li>* prices</li> <li>* health/housing problems</li> <li>* returning merchandise</li> <li>* personal ID</li> </ul>                                          |
| LEARNER TO LEARNER INTERVIEWS * | Learners ask each other questions necessary to fill out a form, information grid, or questionnaire. Appropriate when students have practiced both asking and answering questions. | Many interviews can happen simultaneously while the teacher observes different pairs. Teacher may take one of the roles and circulate along with the students.                                         | <ul style="list-style-type: none"> <li>* personal identification</li> <li>* occupations</li> <li>* likes/dislikes</li> <li>* opinions</li> </ul>                                               |
| CONTACT ASSIGNMENT              | Learners are given an assignment to accomplish outside of classroom/school environment. Learners must show proof of accomplishment.                                               | Activity needs to be carefully structured so that it is clear who has/has not accomplished the task.                                                                                                   | <ul style="list-style-type: none"> <li>* leave a message</li> <li>* buy a fare card/token</li> <li>* call a recorded message to obtain information</li> <li>* obtain a library card</li> </ul> |
| DEMONSTRATED PERFORMANCE*       | Learners perform tasks according to directions. Tasks are not context-dependent. Total Physical Response (TPR) tests receptive skills.                                            | Learners may be organized into small groups or teams with one person performing at a time. In practice rounds, team members act as coaches. In final rounds, no assistance is allowed.                 | <ul style="list-style-type: none"> <li>* follow instructions from doctor/supervisor</li> <li>* produce correct change</li> <li>* take a telephone message</li> </ul>                           |
| APPROPRIATE RESPONSE            | Given short situations or social formulae, learners produce appropriate responses.                                                                                                | The same situations may be given to several learners and each must produce plausible response. All learners may be asked to stand and once they have given an appropriate response, they may sit down. | <ul style="list-style-type: none"> <li>* You are leaving class early<br/>-What do you say?</li> <li>* Your co-worker looks sick<br/>-What do you say?</li> </ul>                               |



## FEEDBACK FORM: EVALUATING ORAL LIFE SKILLS

This form can be used as a self-assessment tool when planning evaluation activities and assessing the effectiveness of an activity. Answer each question, indicating how this was achieved or citing examples.

|                                                                                                                                                                                                                                                                                      |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p>1. Was the evaluation activity appropriate for a CBE/ESL classroom?</p> <p><input type="checkbox"/> simulated a real life task</p> <p><input type="checkbox"/> acceptable to learners</p> <p><input type="checkbox"/> appropriate level of difficulty for learners</p>            | <p>YES NO</p> | <p>5. Did the instructor provide a novel situation in which students could demonstrate their learning?</p> <p><input type="checkbox"/> written assignment    <input type="checkbox"/> demonstrated performance</p> <p><input type="checkbox"/> simulation    <input type="checkbox"/> role play</p> <p><input type="checkbox"/> line dialogue    <input type="checkbox"/> contact assignment</p> <p><input type="checkbox"/> information gap    <input type="checkbox"/> line dialogue</p> <p><input type="checkbox"/> interview    <input type="checkbox"/> other: _____</p> | <p>YES NO</p> |
| <p>2. Did the evaluation activity match the performance objective?</p> <p><input type="checkbox"/> listen/perform activity</p> <p><input type="checkbox"/> speaking activity</p> <p><input type="checkbox"/> read/respond activity</p> <p><input type="checkbox"/> other: _____</p>  | <p>YES NO</p> | <p>6. Was the evaluation activity practical?</p> <p><input type="checkbox"/> instructor able to evaluate each student</p> <p><input type="checkbox"/> necessary materials preparation time feasible</p> <p><input type="checkbox"/> administration time feasible</p> <p><input type="checkbox"/> necessary resources available</p>                                                                                                                                                                                                                                            | <p>YES NO</p> |
| <p>3. Did the evaluation activity measure what had actually been taught and learned?</p> <p><input type="checkbox"/> necessary basic skills (i.e. language, structures) practiced before evaluation)</p> <p><input type="checkbox"/> life skill task practiced before evaluation</p> | <p>YES NO</p> | <p>7. Was the evaluation activity a reliable measure?</p> <p><input type="checkbox"/> clear who could demonstrate skill</p> <p><input type="checkbox"/> another rater would make the same judgement</p>                                                                                                                                                                                                                                                                                                                                                                       | <p>YES NO</p> |
| <p>4. Did the instructor organize the class in a particular way for the evaluation activity?</p> <p><input type="checkbox"/> individual assignment</p> <p><input type="checkbox"/> pairs</p> <p><input type="checkbox"/> small group</p> <p><input type="checkbox"/> whole group</p> | <p>YES NO</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |

## RESOURCE APPENDICES

- Bibliography
- Resources Referenced in Curriculum
  - Published Materials and Books
  - Computer-Assisted Resources
  - REEP Publications

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## PROFESSIONAL RESOURCES

### BOOKS:

Auerbach, Elsa. 1992. Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy. Englewood Cliffs, New Jersey: Regents/Prentice Hall/Center for Applied Linguistics.

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### **ADDITIONAL RESOURCES:**

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Lytle, Susan and Marcie Wolfe. 1989. **Adult Literacy Education: Program Evaluation and Learner Assessment**. Eric Clearinghouse on Adult, Career, and Vocation Education. Information Series No. 338. Columbus, OH.

McGrail, Loren and Laura Purdom. 1991. **Adventures in Assessment: Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy. Volume 1, Getting Started**. MA Dept. of Education: System for Adult Basic Education (SABE).

McGrail, Loren, ed. 1991-1993. **Adventures in Assessment: Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy. Volume 1-6**. Boston, MA. (SABE).

Pierce, Lorraine Valdez and J. Michael O'Malley. 1992. **"Performance and Portfolio Assessment for Language Minority Students,"** National Clearinghouse for Bilingual Education. Washington, DC.

Santopietro, Kathleen and Joy Kreeft Peyton. 1991. "Assessing the Literacy Needs of Adult Learners of ESL", **ERIC Digest, National Clearinghouse of Literacy Education**. Washington, DC: Center for Applied Linguistics.

Wrigley, Heide Spruck. "Learner Assessment in Adult ESL Literacy." 1992. **ERIC Q&A**. National Clearinghouse on Literacy Education. Center for Applied Linguistics. Washington, DC.

## Published Materials and Publishers

504 Absolutely Essential Words (Barron's Educational Series, Inc.)

Ability To Risk (Prentice Hall Regents)

Access: Fundamentals Of Literacy & Communication (Prentice Hall Regents)

Alice Blows A Fuse (Prentice Hall Regents)

All About The USA (Longmans Inc)

All Clear! Idioms In Context (Heinle & Heinle)

All Sides Of The Issue (Prentice Hall Regents)

America's Story 1 & 2 (Steck Vaughn)

American Government: Freedom, Rights, Responsibilities (Steck Vaughn)

American Vocabulary Builder 2 (Longmans Inc)

Americana Articles 1 (Newbury House)

Basic Oxford Picture Dictionary (Oxford American English)

Basic Oxford Picture Dictionary Workbook (Oxford American English)

Basic Vocabulary Builder (National Textbook Company)

Basic Writing (Prentice Hall Regents)

Before Book One (Prentice Hall Regents)

Beyond Language (Prentice Hall Regents)

Book Of Forms (National Textbook Company)

Breaking The Ice (Longmans Inc)

Business Correspondence: Letters, Faxes, Memos (Addison Wesley Publishing Co.)

By The People, For The People (Center For Applied Linguistics)

Can We Talk? (Prentice Hall Regents)

Card Book (Prentice Hall Regents)

Champions Of Change: Famous Black Americans (Steck Vaughn)

Champions Of Change: Famous Hispanic Americans (Steck Vaughn)

Chicken Smells Good (Prentice Hall Regents)

Choices: Consumer Sense (Contemporary Books)

Choices: Discovering Your Community (Contemporary Books)

Choices: Housing (Contemporary Books)

## Published Materials and Publishers

- Choices: It's Your Right (Contemporary Books)
- Clear Speech (Cambridge University Press)
- Clues To Culture (Random House)
- Communication Skills That Work 1 & 2 (Contemporary Books)
- Competency In English (McGraw Hill)
- Composition Practice: Book 2 (Newbury House)
- Consider The Issues (Longmans Inc)
- Consonants Sound Easy! (Prentice Hall Regents)
- Contact U.S.A. (Prentice Hall Regents)
- Contemporary GED Writing Skills: New GED (Contemporary Books)
- Content Area ESL (Linmore Publishing)
- Conversation Book 1 & 2 (Prentice Hall Regents)
- Culturally Speaking (Heinle & Heinle)
- Culture Puzzle (Prentice Hall Regents)
- Day By Day (Prentice Hall Regents)
- Drawing Out (Prentice Hall Regents)
- Easy True Stories (Longmans Inc)
- English For A Changing World: Cue Book One (Scott, Foresman, and Company)
- English For Adult Competency 1 & 2 (Prentice Hall Regents)
- English Survival Series: Identifying Main Ideas (B & C) (National Textbook Company)
- English Workout (Scott Foresman)
- ESL For Action (Addison Wesley Publishing Company)
- ESL Teacher's Holiday Activity Kit (Prentice Hall Regents)
- ETC Competency-Based Series 2, 3, 4, 5, 6 (Random House)
- Even More True Stories (Longmans Inc)
- Expressways 1, 2, 3 (Prentice Hall Regents)
- Expressways 1, 2, 3 Workbooks A & B (Prentice Hall Regents)
- Expressways: Foundations (Prentice Hall Regents)
- Expressways: Foundations, Workbooks A & B (Prentice Hall Regents)



## Published Materials and Publishers

Far From Home (Heinle & Heinle)

Find Out (Canada Language Centre)

First Words (Linmore Publishing)

Fitting In (Prentice Hall Regents)

From The Start (Longmans Inc)

GED Essay (Contemporary Books)

GED Writing Skills (Contemporary Books)

Get Ready! Go! Home Free! (Delta Systems)

Get It? Got It! (Heinle & Heinle)

Getting A Fix On Vocabulary (Pro Lingua)

Getting Along In English (Longmans Inc)

Getting Together (Harcourt Brace Jovanovich)

Grammar Handbook (Oxford University Press)

Grammar In Use (Cambridge University Press)

Grammarwork 1, 2, 3, 4 (Prentice Hall Regents)

Great Ideas (Cambridge University Press)

Handbook For Citizenship (Prentice Hall Regents)

Here To Stay In The USA (Prentice Hall Regents)

Highlights Of American History (NTC Publishing Group)

How To Improve Your Study Skills (NTC Publishing Group)

How To Use The Classified Ads (C.C. Publications, Inc)

How To Use The Newspaper (C.C. Publications, Inc)

How To Use The Telephone Book (C.C. Publications, Inc)

Improving Aural Comprehension (University of Michigan Press)

In Your Own Words 1 & 2 (Cambridge Book Company)

Initial Clusters Sound Easy! (Prentice Hall Regents)

Input/Output (ABACA)

Interactions II: Listening/Speaking (McGraw Hill)

Interactions II: Reading (McGraw Hill)

## Published Materials and Publishers

- Introducing The U.S.A. (Longmans Inc)
- Invest Workbooks (Josten's Learning Corporation)
- Issues For Today: An Effective Reading Skills (Newbury House)
- It's Time To Talk (Prentice Hall Regents)
- It's Up To You (Longmans Inc)
- It's Yours: The Bill Of Rights (Steck Vaughn)
- Javier Arrives In The U.S. (Prentice Hall Regents)
- Jazz Chants (Oxford University Press)
- Jazz Chants For Children (Oxford University Press)
- Job Discrimination Curriculum: (MIRA) (Mira Coalition)
- Learning American English (McGraw Hill)
- Learning To Learn English (Cambridge University Press)
- Learning To Listen (National Textbook Company)
- Let's Celebrate America (Scottish Rite Of Freemasonry)
- Let's Work Safely (Linmore Publishing)
- Lifelines 1, 2, 3, 4 (Prentice Hall Regents)
- Lifeskills 1 & 2 (Addison Wesley Publishing Company)
- Lifeskills Reading (Educational Design, Inc.)
- Lifeskills Writing Exercise Book (Contemporary Books)
- Listen For It (Oxford University Press)
- Listen To Me (Newbury House)
- Listening Tasks (Cambridge University Press)
- Longman Dictionary Of American English (Longmans Inc)
- Longman ESL Literacy (Longmans Inc)
- Look Again Pictures (Prentice Hall Regents)
- Look At The USA: Literacy & 1 (Contemporary Books)
- Look Who's Talking! (Prentice Hall Regents)
- Making The Most Of News For You (New Reader's Press)
- Mastering American English (Prentice Hall Regents)

## Published Materials and Publishers

May I Help You? (Addison Wesley Publishing Company)

Modern English: Parts of Speech (Prentice Hall Regents)

More Picture Stories (Longmans Inc)

More Reasons For Reading (Prentice Hall Regents)

More Recipes For Tired Teachers (Addison Wesley Publishing Company)

More True Stories (Longmans Inc)

Mosaic - Listening (Random House)

Moving On (Longmans Inc)

Multi - Cultural Workshop (Heinle & Heinle)

Neighbor To Neighbor (REEP/Arlington Public Schools)

New Arrival 2 (Alemany Press)

New Beginning (Prentice Hall Regents)

New Oxford Picture Dictionary (Oxford University Press)

New Oxford Picture Dictionary Listening & Speaking Activity Book  
(Oxford University Press)

New Start (Dormac, Inc)

New Start Workbook (Dormac, Inc)

News For You (New Reader's Press)

Newspapers (Cambridge University Press)

Night and Day (Prentice Hall Regents)

Non-Stop Discussion Book (Newbury House)

Note Taking Made Easy (Contemporary Books)

Now Hear This (Newbury House)

Of The People, For The People (Center For Applied Linguistics)

On A Roll (Prentice Hall Regents)

Our Own Stories (Longmans Inc)

Paragraph Development: A Guide For Students Of English (Prentice Hall Regents)

Personal Stories 1, 2, 3 (Linmore Publishing)

Picture Stories (Longmans Inc)

Picture's Worth 1000 Words (Prentice Hall Regents)

## Published Materials and Publishers

Pizza Tastes Great (Prentice Hall Regents)

Please Write (Prentice Hall Regents)

Practical Vocabulary Builder (National Textbook Company)

Practice With Your Partner (Linmore Publishing)

Problem Solving (Longmans Inc)

Process Of Paragraph Writing (Prentice Hall Regents)

Pronouncing American English (Newbury House)

Purple Cows And Potato Chips (Prentice Hall Regents)

Put It In Writing (Cambridge University Press)

Putting It In Paragraphs (Contemporary Books)

Read Right! (Minerva Books, Ltd)

Reader's Choice (University of Michigan Press)

Reader's Journal (Prentice Hall Regents)

Reading Ad, Reference Material And Legal Documents (National Textbook Company)

Reading for Meaning (Longman, Inc.)

Reading Labels, Directions & Newspapers (National Textbook Company)

Reading Power (Addison-Wesley Publishing Co.)

Reading Skills That Work 2 (Contemporary Books)

Reading To Write (Addison Wesley Publishing Company)

Reading Workout (Heinle & Heinle)

Ready, Set, Study: Improving Your Study Skills (Contemporary Books)

Real Conversations (Heinle & Heinle)

Real-Life English 1, 2, 3, 4 (Steck Vaughn)

Real-Life English 2 & 3 Grammar (Steck Vaughn)

Real-Life English (Pre-literacy Workbook) (Steck Vaughn)

Real-Life English Workbooks 1, 2, 3 (Steck Vaughn)

Say It Naturally (Holt)

Share Your Paragraph (Prentice Hall Regents)

Side By Side 1, 2, 3, 4 (Prentice Hall Regents)

## Published Materials and Publishers

- Side By Side Activity Workbooks 1 & 2 (Prentice Hall Regents)
- Skill Building With Newspapers (American Guidance Service, Inc.)
- Skill Sharpeners 1, 2, 3, 4 (Addison Wesley Publishing Company)
- Small Talk (Oxford University Press)
- Sounds Easy! (Prentice Hall Regents)
- Speaking On Issues (Holt, Rinehart, Winston)
- Speaking Up At Work (International Institute of Minnesota)
- Speech Communication For International Students (Prentice Hall Regents)
- Springboards (Addison Wesley Publishing Company)
- Start Writing (Prentice Hall Regents)
- Starting To Read (Linmore Publishing)
- Step Into Writing (Addison Wesley Publishing Company)
- Stepping Out (Collier MacMillan)
- Stories From The Heart (Linmore Publishing)
- Stories To Tell Our Children (Heinle & Heinle)
- Strategies In Listening (Lateral Communications)
- Strategies for Success: Writing (Steck Vaughn)
- Study Skills (Essential Learning Products)
- Study Skills For Students Of English (McGraw Hill)
- Study Skills Handbook (Oxford University Press)
- Survival English 1 (Prentice Hall Regents)
- Take Care Of Yourself (Prentice Hall Regents)
- Taking Off (Longmans Inc)
- Talk-A-Tivities (Addison Wesley Publishing Company)
- Taste Of English (Association Of Farm Worker Opportunity Programs)
- Teaching How To Learn (MacQuarie University)
- Test And Essay Writing Exercise Book (Contemporary Books)
- Testwise (Fearon Teacher Aids)
- Think Twice Communicative Activities (Cambridge University Press)

### Published Materials and Publishers

- Time And Space (Prentice Hall Regents)
- TOEFL Preparation Kit (Newbury House) (Prentice Hall Regents)
- Trial By Jury (Newbury House)
- True Stories In The News (Longmans Inc)
- Tuning In To Spoken Messages (Longmans Inc)
- U.S.A.: Customs And Institutions (Prentice Hall Regents)
- Understanding And Using English Grammar (Prentice Hall Regents)
- Using The Want Ads (C.C. Publications, Inc)
- Variations (Prentice Hall Regents)
- Voices of Freedom 1 & 2 (Prentice Hall Regents)
- Way To U.S. Citizenship (Dormac, Inc)
- What's Up? American Idioms (Prentice Hall Regents)
- Working Culture 1 & 2 (Prentice Hall Regents)
- Working Experience 1, 2, 3 (New Reader's Press)
- Working In English 1 & 2 (Contemporary Books)
- Write From The Start (Heinle & Heinle)
- Write It Right (Prentice Hall Regents)
- Write On Cue (Glencoe)
- Write Soon (Maxwell MacMillan)
- Write Stuff: Lifeskills Writing (Contemporary Books)
- Writing Book: English In Everyday Life (Prentice Hall Regents)
- Writing Challenge (Maxwell MacMillan)
- Writing It Down (New Reader's Press)
- Writing Warm Ups (Prentice Hall Regents)
- Yesterday And Today In The U.S.A. (Prentice Hall Regents)
- You And Your Child's Teacher (New Reader's Press)



## COMPUTER-ASSISTED RESOURCES AND PUBLISHERS

Alphabetizing (Aquarius People Materials)

Aware (U.S. Department Of Education)

Basic Vocabulary Builder (National Textbook)

BLS Vocabulary Skills (BLS Inc)

Compton's Multi-Media Encyclopedia on CD-Rom (Compton's)

Core (Educational Activities)

Diascriptive Language Arts (Educational Activities)

ELLIS (Cali, Inc)

English Express (Davidson)

Facemaker (Spinnaker)

Goal (Davidson)

Grammar Mastery 1 & 2 (American Language Academy)

How To Write For Everyday Living (Educational Activities)

Invest In The Future (Invest Learning)

IVD Housekeeping Lessons 1, 2, 3, 4 (repurposed by REEP from a videodisc program produced by the American Hotel and Motel Association)

KidsWare (Mobius)

MECC: Dataquest (MECC)

MECC: Moneyworks (MECC)

MECC: Paint With Words (MECC)

PC Globe (Broderbund)

PC U.S.A. (Broderbund)

Practical Vocabulary Builder (National Textbook)

Prentice Hall TOEFL Software (Prentice Hall Regents)

Prodigy (Prodigy - Interactive Personal Service)

Quick Talk (Educational Activities)

Read 'N' Roll (Davidson)

Reading For Everyday Living (Educational Activities)

Ready (Interactive Knowledge)

Self 1 & 2 (*American Language Academy*)

Spell It! (*Davidson*)

Virginia View (*Virginia View*)

Where In The World Is Carmen San Diego? (*Broderbund*)

Word Attack Plus (*Davidson*)

Word Perfect 5.1 (*Word Perfect Corp.*)

## VIDEOS

Arlington Survival Video: 911 (*Arlington, VA: Arlington Community Television*)

Arlington Survival Video: Banking (*Arlington, VA: Arlington Community Television*)

English Works (*Longman Inc*)

Side By Side (*Prentice Hall Regents*)

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## REEP Publications

The following REEP materials are available through:

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| ED 255 771 | Competency-Based Teacher Education Workshops for CBE/ESL.                                           |
| ED 312 909 | ◀ The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. <b>Volume I, Track A.</b>  |
| ED 312 908 | ◀ The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. <b>Volume II, Track B.</b> |
| ED 312 911 | Handbook for ESL/Civics Programming: <i>For Phase II Applicants for Legalization.</i>               |
| ED 313 927 | Perspectives on Organizing A Workplace Literacy Program.                                            |
| ED 326 076 | Recruiting Employees for ESL Classes.                                                               |
| ED 321 613 | Housekeeping ESL: <i>Workplace Literacy Curriculum for Hotels.</i>                                  |
| ED 363 144 | Food and Beverage Industry ESL: <i>Workplace Literacy Curriculum for Hotels.</i>                    |
| ED 363 145 | Convenience Store Workplace Literacy Curriculum.                                                    |
| ED 364 124 | Building Facilities/Custodial Services ESL: <i>Workplace Literacy Curriculum.</i>                   |
| ED 322 290 | REEP Hotel Workplace Literacy Project: <i>Final Report - Grant 1.</i>                               |
| ED 322 291 | REEP Hotel Workplace Literacy Project: <i>Evaluation Report 1988-1990 Dr. Morris Peterson.</i>      |
| ED 363 146 | REEP Federal Workplace Literacy Project: <i>March '91 - February '93. Final Report - Grant 3.</i>   |
| # pending  | Indicators of Program Quality: <i>An ESL Programming Perspective.</i>                               |

◀ Lists of books and materials can be found in these publications.